

The 2nd Forum on Linguistics and Literature (FOLITER)

**Engaging Linguistics and Literature: Perspectives
and Insights beyond the Curriculum**

The 2nd Forum on Linguistics and Literature (FOLITER)

Engaging Linguistics and Literature: Perspectives and Insights beyond the Curriculum

Editors:

Rohmani Nur Indah & M. Edy Thoyib



English Letters and Language Department
Faculty of Humanities
Maulana Malik Ibrahim State Islamic University, Malang

Engaging Linguistics and Literature: Perspectives and Insights beyond the Curriculum

Rohmani Nur Indah & M. Edy Thoyib

© Naila Pustaka, 2015

All Right Reserved by law.

Prohibited quote or reproduce part or all of the contents of this book
by any means, without the written permission of the publisher

Editors:

Rohmani Nur Indah

M. Edy Thoyib

Designer:

Bayu Tara Wijaya

First Published, Sept. 2015

ISBN: 978-602-1290-22-4

Published by:



NAILA PUSTAKA

Kemutug 32 Ring Road Selatan Banguntapan - Bantul Yogyakarta 55191

Telp. 081217163820 / 081555788548

email: naila.pustaka@gmail.com

in collaboration with

English Letters and Language Department

Faculty of Humanities

Maulana Malik Ibrahim State Islamic University, Malang

PREFACE
HEAD OF THE ENGLISH LETTERS AND LANGUAGE DEPARTMENT
FACULTY OF HUMANITIES
UIN MAULANA MALIK IBRAHIM MALANG

Honorable the invited speakers, honorable presenters and participants of the second FOLITER Conference, distinguished guests, ladies, and gentlemen.

First of all, may I invite you to express the grateful feeling to Allah, the Almighty and the most Merciful, for his blessing that we are able to attend the second Forum on Linguistics and Literature 2015 administered by the English Letters and Language Department, Faculty of Humanities, UIN Maulana Malik Ibrahim Malang. It is indeed such a great pleasure for us to extend the warmest welcome and the sincerest greeting to all participants of this favorable occasion. We would also like to express our profound gratitude to the conference committee members in organizing the event with full commitment and incredible dedication.

This year's forum takes *Engaging Linguistics and Literature: Perspectives and Insights beyond the Curriculum* as its theme. Such an issue is widely discussed in the recent postmodern global world, where established concepts and grand theories of linguistics and literature are reinterpreted and, in turn, affects the curriculum design and evaluation in the area of English Language Teaching. This tendency may also trigger the progress of linguistics and literature paradigms, not just within the curriculum but also beyond. The conference thus seeks to address the issues on the perspectives and insights in the application of the concepts of linguistics and literature in relation to the curriculum development.

Our eagerness to hold the conference is one of the Department's concerns on the increasing interests and demands for the higher quality of ELT which takes current issues in linguistics and literature as its bases for innovation. This conference is, therefore, supposed to be a momentous academic forum which may raise significant endeavors to escalate the ELT advancement with regard to linguistics and literature approaches.

We hope that everyone will find the ideas presented in the forum inspiring and that the papers compiled in the proceeding enlightening for the engagement of linguistics and literature perspectives in the development of ELT curriculum. We wish great happiness and success to all parties supporting the forum.

Malang, 1 September 2015
Head,

Dr. Syamsudin, M.Hum.

Table of Content

LANGUAGE TEACHING	
Improving Reading Comprehension through ICT-based Learning Strategy at Secondary Level Student	3
Collaborative Learning by Employing Presentation, Practice, and Production and Some Alternative Techniques in Teaching Grammar	12
Teaching Grammar in EFL Contexts: Overtly or Covertly	19
Classroom Management: Collaborative Groups for Teaching English Grammar in State Islamic University Sunan Ampel Surabaya	29
The Role of Critical Reading in Developing the Ability of Writing Comparative Literature Research	38
Multiple Intelligences Theory in EFL Speaking Class: Its Principles and Implications	44
Structured Academic Controversy Model to Trigger Students' Active Participation and Critical Thinking	54
English Corner as an Independent Learning Resource: The Perception of Vocational School Students	63
The Capability of the Seventh Semester Students of the Department of English Teaching IKIP PGRI Madiun in Translating Idiomatic Expressions	70
Fostering Students' Active Learning in Speaking Class through Project-based Learning	80
How Simple Mind Mapping Can Enhance Young Learners' Pronunciation Ability	88
Teaching Pronunciation to Students of the English Program	98
The Effectiveness of Project Work in Teaching English at Islamic Boarding school Malang Area	106

Improving Vocabulary of Occupational Health and Safety Students through Multimedia Used in the Classroom	117
The Implementation of Graphic Organizer (GO) in Teaching Reading at Third Semester Students of IKIP PGRI Madiun	129
Facilitating Listening Comprehension: Acquiring Listening Strategies	135
Cultural Transfer in EFL's Writing Class	144
The Implementation of Teaching ESP: Problem and Solution	152
Relationship between Explicit Knowledge of Grammar and Proficiency Level of the Students	160
The Use of Fillers as a Speaking-Problem Solving In EFL Learners' Speaking Class	170
Intercultural Learning via Online Chatroom of EFL Students	179
Interacting of English Foreign Language in Classroom Activities at the Junior High School	187
The Influence on Small Group Interaction Technique on Student Achievement in Reading Comprehension	198
The Development of English Textbook Based on The Character Values In Curriculum 2013 For Secondary High School Students In Kabupaten Sumenep Madura	206

LINGUISTICS

World Englishes Issues for Indonesia as an Expanding Country	217
Stuttering Utterances Produced by an English Department Student	233
The Fluidity of Spoken vs. Written Genre: A Discourse Analysis Perspective	242
Metadiscourse and Rhetorical Moves in English Thesis Abstract	250
Contributing Factors Toward First and Second Language Acquisition: A Manifestation of Krashen's <i>Affective Filter Hypothesis</i>	256

Exploring Slang on Eminem's <i>Sing for the Moment</i> Lyrics	264
Discovering Language and Identity in "The Pursuit of Happiness"	271
Cohesion on Essay Writing of Female and Male English Department Students	277
The Translation of Demonstrative References in the Thesis Abstracts	283
Gender Inequality: IRF Pattern in English as a Foreign Language Classroom	294
Vulgarity in <i>Song of Salomon</i> by Tony Morrison	302
Nuwun Sewu: Does It Express Politeness in Javanese Context?	308
Dialect varieties of Madurese language	320
Narrating Presence: The Exploration of Students' Linguistic and Cultural Background	329
Women's Speech Features Used by Women Politician	340
The Application and Violation of Maxims of Politeness Principle in "Cinderella" Movie	350
The Internationalism of Indonesia's Language and Culture: in the relation with Australia and Singapore	357
Code Mixing in Indonesian Television Program: A Case of <i>Opera Van Java</i>	363
Speech Features Used By Willy Loman In Miller's <i>Death of A Salesman</i>	370
Pragmatic Analysis on Teacher's Questioning Functions	379

LITERATURE

Double Consciousness in Indian American Immigrant Fictions	391
<i>Simpanan Nyonya Besar</i> : A Portraying of Social Reality in Indonesia's Society	401
The Transformation of "Sleeping Beauty" into "Maleficent": an Ecranisation Study	410
Cultural Hegemony in E.M. Foster's <i>A Passage to India</i> and Kiran Desai's <i>The Inheritance of Loss</i>	419
"They Call Me an OREO" Examining Prejudice and Discrimination in Intra-Racial Racism	426
An Absurdity in Isabel's Choice as Depicted in <i>Relativity</i> TV Series	434
Comparative Literature: Collective Unconsciousness in <i>Robin Hood</i> and <i>Sunan Kalijaga</i>	441
Woman Nationalism In Indonesian Novel 2012	449
The Local Wisdom Values in Indonesian Local Folklores and How It Contributes to Character Education	456
Raising the Students' Intercultural Competence in Literature Class toward the Asean Economic Community (AEC)	462

LANGUAGE TEACHING

Improving Reading Comprehension through ICT-Based Learning Strategy at Secondary Level Students

Paulina

*University of Muhammadiyah Gresik
me.paulina@yahoo.com*

Abstract

Problems in reading English text on junior high school students are mostly about how to read well and how to analyze the information in the text. The first problem is about how to read the text well. Most teachers in teaching English are rarely in commanding students to read the text aloud. Thus, some reading component enhancement are less mastered. As a result, students are scored bad in reading fluency. The second problem was analyzing information from the text. Mostly students can't decide the main idea and infer from the text or get some implicit information. The aim of the study is to investigate how ICT-based learning strategy improves student's reading comprehension at secondary level. It employs action research which includes planning, implementing, observing and reflecting. Some instruments such as observation, questionnaire, interview, and field note are applied to support the study. After two cycles, the students' comprehension improved in reading English text and analyzing the information from the text by deciding the main idea and making inferences.

Keywords: reading comprehension, ICT-based learning

1. Introduction

Encouraging students to read English text sometimes can be a hard effort to do. Students will easily speak up in English rather than read. Some factors might affect students in this case. The common reason might be put in their intention in reading the English text. Students sometimes felt lazy to start reading English text. EFL students tend to read English passage only in English class. While, they prefer read their first language text for pleasure. This case happened because students will need more time to understand the text if it is written in English. Moreover, they need to look at the dictionary to find out the meaning of certain words they don't understand. This bad intention to English text

reading might results in students' reading fluency. Reading fluency is very important in reading skills (Hasbrouck, 2006). It has to do with the ability of students to read the text with a good accuracy, good speed and appropriate expression (NICHD, 2000). Thus, when they have a reading fluency problem, their achievement in reading will be lower too. From the preliminary study conducted, students mostly have a problem in their reading accuracy or pronunciation. This problem leads to other problems which are difficulties in analyzing information from the reading text, such as finding the main idea and inferring from the passage. Moreover, sometimes the teachers teach reading without understanding the students' situation. As a result, students considered that reading is a boring activity.

However, since reading skill is the important skill in learning English, some strategies were implemented to overcome the problems. To avoid a boring activity, ICT-based learning was carried out. Computer technology is a great way to help students' reading skill because it provides an interactive and a dynamic interaction between the reader, the text, and the activity (McEneaney, 2006). Computer language learning projects engage the students in interesting and interactive activities to improve the reading skill (Yubune et al., 2007).

A study on the use of technology to improve reading skill can be effectively carried out in the secondary level (Bax, 2011). Some studies showed that ICT-based learning had a positive result on language learning, especially on the English learning on the secondary level (Almekhlafi, 2006). Thus, this study was conducted in the secondary level because in 2013 curriculum, the English learning is started from the junior high school because students have already had foreign language awareness and readiness (Sandrock & Webb, 2003). This statement is supported by Henry (2012) that a foreign language, especially English is suitable to be a compulsory subject from the beginning of secondary school level because students are ready to learn context clues, making mistakes, and speak foreign language in sentences.

The purpose of the study is to investigate how ICT-based learning improve secondary-level students' reading comprehension. The result of this study is expected to provide meaningful contribution for both theory and practice in English teaching and learning, especially in mastering reading skill. Theoretically, the study conducted is expected to enrich the theory development of ICT-based learning strategy to help mastering reading skill. Practically, this study is expected to give insights for language teachers who face the same problems in reading. In addition, students can take benefits from this study by finding a good way in mastering reading skill.

2. Methods

A classroom action research was conducted since this study aimed to solve problems in reading comprehension. In addition, the quality of the teaching practice can be improved by using creative and innovative ways to engage students in a joyful atmosphere learning (Latief, 2012).

2.1 The Researcher's Role in the study

In this study, the role of the researcher is a teacher-researcher because not only conducting the research, but also implementing the ICT-based learning. The researcher was also responsible in preparing the sets of learning, such as the lesson plan, materials, and assessment.

2.2 Setting and Subject of the Study

The study was conducted in Junior high school of Assa'adah Bungah. The subject of the study is 15 students. The selection of the subject of this study is based on the results of the preliminary study which indicated that most students have a low reading comprehension.

3. Research Procedure

This study involved a cycle which consisted of four steps; planning, acting, observing, and reflecting. The procedures of the study including the preliminary study are described as follow

3.1 Preliminary Study (Problem Identification)

The preliminary study was conducted using observation, interview, questionnaire, and reading test as instruments.

The questionnaire for students consists of twelve questions which covered their attitude and learning style in reading class. There were two sections. The first section is about students' responses in the reading activities and teaching, interest in English, learning method, classroom atmosphere, and students' difficulties in reading including reading fluency and analyzing the reading text. The result of the questionnaire proved that students have a big interest in English. However, the result also showed that students felt difficulties in reading fluency such as reading accuracy, speed reading, and reading expression. They also had problems in getting information from the text, such as the information about main idea and inferences.

Furthermore, observation and interview were conducted to support the result of the questionnaire. The observation conducted is to know the process of reading class. From the observation, the style of how students learn English was documented. Moreover, an interview was conducted to some students. They were interviewed about their English learning, especially reading skill class. They were also asked about their difficulties in mastering reading skill. The result of observation and

interview showed that most students have a good interaction in learning reading skill. It has an accordance to the result of the questionnaire which also showed a good interest and intention in learning English. The interview also proved that most students have difficulties in mastering reading comprehension. They were poor in reading fluency, such as speed reading, reading accuracy or pronunciation, expression,. This poor reading fluency resulted in their performance on how to analyze the information from the text. They stated that they were incapable in getting the main idea, the answer of the reading questions, and the inferences from the passage.

The preliminary test was also conducted to measure students' ability in reading. The aspects of reading fluency which consist of reading accuracy, speed reading, and expression in reading were underlying in the test together with some questions about information from the text, such as main idea, vocabulary context and inferences. The students were required to read a short paragraph entitled "Christiano Ronaldo". From the test, the score of those items were poor. Only five students were passing the minimum passing level which is 65. The score in preliminary study was described as follow.

Table 1: the preliminary score

NO	NAME	SCORE
1	ARAD	70
2	AS	54
3	FS	80
4	KK	46
5	MAYP	55
6	MNH	68
7	MAP	52
8	MKR	68
9	MS	68
10	MDW	60
11	SGA	56
12	TY	56
13	WJ	62
14	WS	65
15	YP	50

3.2 Planning

In the planning stage, the ICT-based learning strategy, the lesson plan and the criteria of success were designed. The procedure of implementing the strategy was also constructed. The implementation of the ICT-based learning was begun by deciding kinds of ICT used in the study. This ICT-based learning strategy provided a computer application called 'Longtion Autorun' which provided students with a media they can

operate themselves. The media perform some topics from K13 books which consist of some texts in each topic. Here are the examples of the ICT-based learning media.

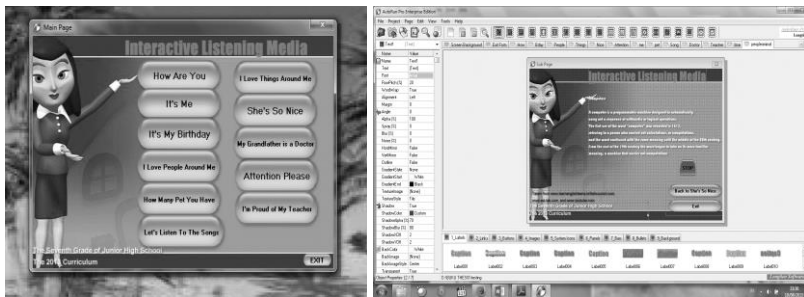


Figure 1. The ICT-based learning media

The media can require students to operate themselves. In the media, students are asked to read the text and repeat reading the text twice. Every text will be provided with time duration in order to control the students' speed reading. After reading, the students can click the correction button to listen to the correct accuracy and expression from the text they have read.

The lesson plan was created in order to give clear guideline in the teaching process through the implementation of ICT-based learning strategy. The lesson plan covers the clear instructional indicators and objectives, materials, media, learning activities, model and method of teaching, and also assessment.

The criteria of success were also determined based on the students' achievement in reading comprehension. The achievement is based on the score of reading fluency and comprehension in analyzing the information from the text.

3.3 Implementing

The implementation was based on the lesson plan constructed. During the process of the study, the researcher took the role as the researcher, the teacher, and the observer.

3.4 Observing

In observing stage, the researcher took documentation on the process by making field note and observation checklist. The purpose of this step is to know how well ICT-based learning strategy can improve students' reading comprehension.

3.5 Reflecting

This reflection step is the last step of the whole process. In this step, all the actions were evaluated and reflected. The result of ICT-

based learning strategy implementation was analyzed to know the effect on the reading learning process.

4. Finding and Discussion

This part describes the finding in the first cycle which implemented the ICT-based learning strategy, the analysis of the learning process, and the result analysis of students' achievement in reading skill through ICT-based learning.

4.1 The Implementation of ICT-based Learning

The Implementation of cycle 1 took three meetings. The first meeting was held for introducing the ICT-based learning. The second meeting was held for practicing the ICT-based learning and also making a review about the learning. The third meeting was about the final test.

Meeting 1

The first meeting which focused on introducing the ICT-based learning and the steps to use it, required the researcher as also the teacher prepared the handout about the ICT-based learning. While students were reading the handout, the teacher was explaining using some examples. The teacher started explaining the role of the ICT-based learning followed by steps to use it. After getting some questions from students, the teacher tried to apply some practices of the ICT-based learning media. The students were feeling grateful in having ICT-based learning because some of them stated that this kind of learning was interesting and creative to keep their spirit up.

After having explanation and practice about ICT-based learning, students were asked to answer some questions related to the implementation of the strategy. The questions aimed to know the experience students had in the ICT-based learning process. From the answers, vocabulary, reading fluency and text analysis still gave the dominant part of the difficulties encountered. However, this result gave the insights for researcher as teacher to work more in implementing the strategy.

Meeting 2

The second meeting was held for practice. Here, the teacher took a part as the operator. The first, students were given a slide showing the text about greeting and introduction. The teacher asks students to read the text together without fixing the error occurred during reading. After reading, a slide about the correct reading from the native speaker sounds was shown. The students should listen and recognize the correct fluency of the text. Then the students read the text together again. This time, some students still had mistakes on the fluency. The students were

asked to read again so that the students who got the mistakes can correct themselves from listening to their friends. Next, the slide of questions was shown. Students needed to note the answers. The next step was reviewing the answers by doing peer correction. The most problem encountered from students view is about vocabulary. To minimize it, the teacher tried to teach skimming and scanning technique and vocabulary context when answering the questions. The last step was asking students to read individually to check their speed reading. The teacher activated the duration time in the slide to know that students can achieve their speed reading.

The teacher continued to the second text about ‘It’s Me’ and repeated the steps in the first text. The students got easier in the second text, and only few students had many mistakes. The last, the teacher continued to the third text about “my birthday” and repeated the steps. Surprisingly, the numbers of students who made many mistakes decreased into only 4 students.

Meeting 3

This meeting was held for a final test. The teacher still became an operator. However, in this meeting, a help from the teacher was minimized. The teacher did the same steps as the second meeting. The different texts were given. There were two texts. The first is about ‘people around me’ and the second is about a ‘pet’. After giving the test for students, the teacher accumulates the scores of students. The score was described as follow.

Table 2: Students score in final test.

NO	NAME	SCORE
1	ARAD	80
2	AS	72
3	FS	88
4	KK	74
5	MAYP	75
6	MNH	82
7	MAP	80
8	MKR	85
9	MS	80
10	MDW	77
11	SGA	68
12	TY	74
13	WJ	86
14	WS	85
15	YP	66

In order to know the results of the implementation in cycle 1, the researcher took a data from the observation checklist, field notes, and the

results of the students' final test. The analysis was focused on the process of ICT-based learning. From the process done in three meetings, the teacher realized that most problems encountered at the first were about reading fluency and text analysis. However, by having the reading repetition from ICT-based learning media, students recognize their mistakes and could fix themselves. The improvement of the achievement could be seen in the result of their final test. The result showed that 100% students improve their score through ICT-based learning strategy. Students experienced the good process to fix their problems about reading skill where they were asked to read repeatedly through the ICT-based learning media. They also got other techniques in reading, skimming, scanning, and vocabulary context, which are benefits them to answer some questions related to analyzing information from the text. Thus, another cycle was not needed to conduct because students had improved their score in one cycle.

5. Conclusion

The above explanation answers the problem about how well the ICT-based learning can improve students' reading comprehension which supported some theory mentioned that computer and technology has a great effect on students' language learning. However, some points were noted as homework that ICT-based learning could only be conducted in a school which supports a technology facility. In addition, students should operate the ICT-based learning media with their own computer in a class. Thus, the numbers of computers in a class should be equal with the number of students.

References

- Almekhlafi, A.G. (2006). The Effect of Computer-Assisted Language Learning (CALL) on United Arab Emirates English as Foreign Language (EFL) School Students' Achievement and Attitude. *Journal of Interactive Learning Research*, 46, 308-320.
- Bax, S. (2011). Normalization revisited: the effective use of technology in language education. *International Journal of Computer Assisted Language Learning and Teaching (IJCALLT)* 1 (2), 1-15.
- Hasbrouck, J. (2006). Drop Everything and Read – But how?. A Union of Professionals.
- Henry, J. (2012). Education correspondent (online), (<http://www.telegraph.co.uk/education/primaryeducation/9321651/Foreign-languages-to-be-compulsory-from-age-seven.html>, retrieved July 20, 2015)
- Latief, M. A. (2012). *Research Methods on Language Learning: An Introduction*. Malang: UM Press.

- McEneaney, J.E. (2006). Agent-based literacy theory. *Reading Research Quarterly*, 41 (3), 352-371.
- National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. NIH Publication No. 00-4769. Washington, D.C.: U.S. Government Printing Office.
- Sandrock, P & Webb, E. (2003). Learning Languages in Middle Schools (online). (<http://www.ncssfl.org/papers/FinalMiddleSchool.pdf>, retrieved July 20, 2015).
- Yubune, E., & Kanda, A., & Tabuchi, R. (2007). Effects of Different computer display methods of Reading units on Learners' Reading Efficiency. *Language Education & Technology*, 44, 215-228.

Biodata

PAULINA currently works as a lecturer of English Education Department in University of Muhammadiyah Gresik. She completed her bachelor degree in University of Muhammadiyah Gresik in 2008. During her seventh semester, she was granted short course scholarship named Indonesian English Language Study Program from US department which required her to stay for two months in South Carolina, USA. In 2012, she continued her master study in Islamic University of Malang which then graduated in April 2015.

Collaborative Learning by Employing Presentation, Practice and Production and Some Alternative Techniques in Teaching Grammar

Rukminingsih

*College for Lecturer Training and Education "STKIP PGRI", Jombang, East Java
rukminingsih19@yahoo.co.id*

Abstract

Presentation–Practice–Production (PPP) is a method for teaching structures (grammar) in a foreign language. A presentation phase is controlled by the lecturer by asking students to make presentation in a group. During the practice phase, learners practice saying or writing the language structure practice correctly. Practice activities include drills, multiple choice exercise, gap and cue exercises. In this phase, the lecturer's role is to provide positive feedback to students, correct mistakes and model the correct forms. In production phase, the learners have completely mastered the form and have learnt how to produce oral and written texts. This research aims to develop strategy of teaching grammar in Collaborative Learning by employing PPP and some alternative techniques for the fourth semester students of English department of STKIP PGRI Jombang. It employs action research implementing two cycles. The findings of the research shows the improvement of students' average in grammar scores from 46.22 in preliminary study, 71 in the first cycle and 81 in the second cycle. Besides, the results of the study showed that the students were enthusiastic and active in the teaching and learning process.

Keywords : presentation-practice-production, alternative techniques, teaching grammar

1. Introduction

Grammar is taught with the purpose of making clear to the students the orderly their language. Grammar is sometimes defined as the way words are put together to make correct sentences (Ur, 1996: 75). He states that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Thus, good grammar is needed to make good communication

.As a lecturer, the researcher has observed the teaching and learning process in her classroom at English Department at STKIP PGRI Jombang since the students were in the grammar class found some problems faced by the students. The most crucial problem is that almost every student spends most of their time memorizing rules of grammar in or after class. Correspondingly, grammar class became the duller class and most students got confused by so many rules. Many lecturers or lecturers give the grammar class by using traditional method. They just had their students memorize the rules and then do the exercises. In teaching grammar, the disconnect reflects a separation between declarative knowledge and procedural knowledge. Declarative knowledge is knowledge *about* something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills. Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

Based on informal talks with several English lecturers in Jombang, the researcher found that grammar has been overlooked. From the lecturer's side, there are some reasons why grammar is ignored. The first is that grammar is complicated with so many rules. The students only consider that learning grammar is completely finished when their grammar classes have been done. The reason is, the disconnect reflects a separation between declarative knowledge and procedural knowledge in teaching learning process of grammar. Weaver (1996) emphasizes that in teaching grammar in writing context firstly we should give the concept, the pattern of the grammar and some practices or exercises in drills. Then we have students apply in their writing.

Teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately. In keeping with language form approaches. Grammar lessons are usually composed of three phases: Presentation, Practice, and Production (PPP). One of the best ways of helping students to reach the objectives of the lesson is to introduce the new language well in the first phase of the lesson: this is the Presentation phase. Then, students need to have plenty of activities to help them to practice the new language: this is the Practice phase. Lastly, the students need time to use the new language they have learned in order to communicate in Production phase.

The Presentation-Practice-Production model of activity sequencing (PPP) is the traditional activity sequencing pattern on which many Foreign Language Teaching (FLT) course books have relied, and its presence can still be appreciated today. Accordingly, Cook (1991) even identifies this pattern as the major distinctive trait of the "mainstream EFL style". The PPP procedures which was offered as a significant teaching procedure for the middle of 1960s came under a sustained attack in the 1990, it was critics argued clearly teacher center. In response to these criticism, many people have employed some alternative strategies to

enforce students learn grammar in communicative approach and clearly student center.

Presentation Phase

A presentation phase is controlled by the lecturer by asking students to make presentation in a group. In this phase, the activity employs both indirect or inductive way and direct or deductive way. some ways of presenting grammatical structures. They are divided into two parts. Some present the structure directly and some indirectly. It is noteworthy that and indirect ways meaning based. In designing a lesson plan for grammar, first lecturers should use indirect or inductive ways, and at the end of the presentation they can focus on form by using direct or deductive methods. In this phase the first step is employing discovery learning in which a lecture gives some articles containing some grammar points which will be discussed. Then the students deduce both the form and the meaning from the context(s). Tennant (2005) suggested using the 'discovery technique' as an implicit way of presenting grammar. The 'discovery technique' aims to lead students towards a generalized grammar rule or pattern. The idea is that students will 'discover' the grammar through a series of steps (these might be tasks, language awareness activities, pictures, questions etc). The second step is employing direct or deductive way, the students direct ways of presenting grammatical structures are mostly form based.

In this presentation phase, the lecturer should also decide whether to elicit the rule from the learners on the basis of examples (inductive method or indirect method) or to present the rule and invite them to produce examples (deductive method or direct method). Doff (1990) believed that in dealing with the complexity of grammar there are two aspects that must be dealt with in the presentation phase of the lesson. He believed, it is important to show what the structure means and how it is used, by giving examples; show clearly how the structure is formed, so that students can use it to make sentences of their own.

Practice Phase

During the practice phase, learners practice saying or writing the language structure practice correctly. Practice activities include drills, multiple choice exercise, gap and cue exercises. In this phase, the lecturer' s role is to provide positive feedback to students, correct mistakes and model the correct forms. It is important to emphasize meaningful practice of form for several reasons. First of all, meaningless mechanical drills, such as repetition drills, commonly associated with behaviorist approaches to learning, do not engage the learner in constructivist. We next need to plan the second or practice phase of the lesson. We will need to select an activity that encourages meaningful repetition of the pattern, not verbatim repetition. According to Ur (1996)

the activities should be planned in such a way that begins with controlled activities and move toward less controlled activities and freer ones.

1. Picture prompts: The lecturer shows a picture as a prompt and the students make sentence based on the picture.
For example: The picture shows a person who is swimming.
2. Mechanical Practice
At this stage of the lesson the lecturer gives students practice in forming the structure. Techniques should be controlled kind of practice that would be done very quickly.
3. Close Passage
In order to give further practice of a particular structure. It will almost certainly be necessary to prepare some kind of exercise based on the structure (perhaps using the same context as the text). There are several choices for exercise type here that are suggested by Doff (1990):

Production Phase

In production phase by employing task based approach , the students have completely mastered the form and have learnt how to produce oral and written texts as their task. In oral activity, the learners produce dialogue and in written activity the learners produce some paragraphs by employing the grammar points that they have learnt. In the communicative phase, less control over grammatical structure is exercised than during the practice phase. The aim during this phase is to have students use the structures they have been practicing in as natural and fluid a way as possible Larsen-Freeman (1990).

2. Research Method

The design of this research was action research since this research is carried out in order to understand, to evaluate and then to modify, in order to improve educational program (Bassey, 1998 cited in Koshy, 2005: 8). This research was focused on the teaching and learning activities in the classroom. This action was designed to improve the students' grammar achievement through PPP approach by employing some alternative strategies. The successful action research involves collaboration (Fang, 2007). It means that we need to collaborate with other lecturers in conducting action research. Therefore, in this research the researcher was the practitioner and the other lecturer acted as an observer.

The action research follows the cyclical process proposed by Kemmis and McTaggart (2000:595) cited in Koshy (2005: 4), which comprises four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting.

3. Finding and Discussion

Collaborative learning by employing presentation, practice and production and some alternative techniques in teaching grammar has proven effective to improve the students' understanding of grammar at English Department at STKIP PGRI Jombang. At the first cycle, the average score was 71. Then, at the second cycle, the average score for grammar was 81. Furthermore, It showed that out of 15 students, 80% (12 students) were involved actively in presentation phase. Then, 11 students (73%) were active in the practicing phase. And, most of the students (93%) were successfully involved in the production phase.. Afterward, the students showed positive responses toward the implementation of learning grammar by employing presentation, practice and production and some alternative techniques They enjoyed the learning process of grammar class.

Based on the finding of this research, it is proved that the implementation of learning grammar by employing PPP and some alternative techniques is one of appropriate to teach grammar as declarative and procedural knowledge in grammar and gives beneficial contribution in improving students' understanding in grammar.

In the presentation phase, the first step is employing discovery learning in which the lecture gives the students some articles containing some grammar points which will be discussed then Then the students deduce both the form and the meaning from the context(s).

In the practice phase, the students practice grammar both in pattern drills as declarative knowledge by having some exercises on pattern drills.by mechanical practice and and closed passage by having exercises based on the structure using the same context as the text. Practice activities include drills, multiple choice exercise, and Procedural knowledge close passages in which Then students practice applying grammar in communicative approach both in oral and written production. The students make some paragraphs containing grammar points .The lecturer shows a picture as a prompt and the students make sentence based on the picture and have dialogue by employing the grammar points in the language structure practice correctly. In line with Larsen-Freeman (1990), in the communicative phase, less control over grammatical structure is exercised than during the practice phase.

The aim during this phase is to have students use the structures they have been practicing in as natural and fluid a way as possible. In this phase, the lecturer' s role is to provide positive feedback to students, correct mistakes and model the correct forms.It is in line with the acquisition theory (Anderson, 1994).

The production phase employs task based approach. The students have completely mastered the form and have learnt how to produce oral and written texts as their task In this phase the students In oral activity, the learners produce dialogue and in written activity the learners produce

some paragraphs by employing the grammar points that they have learnt. Assessing their writing and speaking is done by using primary trait score. Then the lecturer gives feedback on their writing. In line with Mayer (2004) In task-based approaches, the focus of classroom activities is on the task, and ultimately on meaning.

Dealing with the students' participation in the process of learning grammar . the results of the researcher's and observer's observation obtained during the implementation of Collaborative learning by employing presentation, practice and production and some alternative techniques in teaching grammar in two cycles showed that the students' participation on teaching and learning process improved from the first cycle to the following cycle.

At first cycle, most of students did not participate actively in the teaching and learning process. Some students looked reluctant to come together with the others to share and discuss ideas. They did not give good responses. They were not actively involved in a group work and could not give meaningful contribution in presentation phase and production phase to be a better product based on feedback from the friends and the lecturer. In addition, their perception toward this strategy is in good level even though still there is negative viewpoint.

Finally, in the second cycle, most of the students had been enthusiastic, motivated, and actively involved in joining all the activities incorporated in the teaching and learning process grammar by employing presentation, practice and production and some alternative techniques.

4. Conclusion and Suggestion

Referring to the findings obtained during the implementation by employing PPP and some alternative technique in the two cycles, it can be inferred that the strategy can be used effectively to improve students' understanding of grammar on adjective clause.

Most of the students were active in joining the process of learning grammar. Besides, they showed positive responses toward the implementation of employing presentation, practice and production and some alternative technique and recommended the use of PPP and some alternative technique for the future grammar activities.

Employing presentation, practice and production and some alternative technique has some strengths in teaching and learning adjective clause. PPP stages The general structure of PPP lesson is flexible. This is simply one way to help EFL students learn new language in an enjoyable and effective way.

Future researchers, particularly those who are interested in applying PPP and some alternative technique for the future grammar activities in their research are suggested that they conduct action

research in the teaching of grammar by using other grammar points for example, noun clause , tenses , passive voice . Moreover, it is also suggested that future researchers conduct action research in the teaching of grammar by employing PPP and some alternative technique related to Web.

References

- Cook, V. (1991). *Second Language Learning and Language Teaching*. London: Edward Arnold, a Division of Hodder & Stoughton.
- Doff, A. (1990). *Teach English. A training course for lecturers*. Cambridge University Press in association with The British Council.
- Fang, Q. (2007). Classroom Research and Action Research. *Principles and Practice in EFL Classroom: 5* (1) at <http://www.linguist.org.cn/doc/uc200701/uc20070109.pdf>, accessed on April 28, 2008.
- Koshy, V. (2005). *Action Research for Improving Practice: A Practical Guide*. London: Paul Chapman Publishing.
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Mayer, R. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59(1):14-19
- Tennant, A. (2005) *Grammar Teaching Using the Discovery Technique*. Macmillan Publishers Ltd. Available at http://www.onestopenglish.com/english_grammar/
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Weaver, C. (1996). The Great Debate: Teaching Grammar and Usage. *The English Journal* 85(7).

Biodata

RUKMININGSIH is a lecturer at English Department of STKIP PGRI Jombang. She obtained an S1 degree for English Department of Faculty of Letters UNTAG Surabaya and S2 degree for Language Education Program of Malang Islamic University. She is interested in conducting research dealing with teaching grammar, linguistics and speaking.

TEACHING GRAMMAR IN EFL CLASSROOM: OVERTLY OR COVERTLY?

Ema Faiza

*English Department, Faculty of Humanities
Airlangga University
emafaiza@yahoo.com*

This paper aims at examining theoretical principles regarding the teaching of grammar in EFL contexts. Though teachers have realized the importance of grammar knowledge in foreign language learning, methods applied are still on debate. While Communicative Language Teaching (CLT) believes in covert grammar, other principles still hold on overt method. CLT that has been believed to be an engaging approach in language learning prefers grammar teaching that can help students to rediscover their subconscious knowledge and bring it to consciousness. On the other hand, other theoretical principles support strong argument that a set of grammatical rules should be introduced initially before learners can render their performance under the proposed rules. Thus, overviewing both methods while seeking for the most adaptable techniques will be the center of attention in this paper assuming that teachers argue one method is much benefited learners over the other. The significance of the discussion is certainly bringing more insightful perspective on both methods and eventually lead teachers to opt for their finest techniques.

1. Introduction

No other issue has so preoccupied theorists and practitioners as the grammar debate, and the history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar. Differences in attitude to the role of grammar underpin differences between methods, between teachers, and between learners. (Thornbury, 1999:14)

Grammar teaching in the foreign language classroom has constituted an important and debated issue for at least the last fifty years. In the history of language teaching, the role of grammar has been addressed by a number of linguistic theories, methodologies. The way grammar considered has a direct and decisive influence on pedagogical grammars, learning processes and many other areas involved in foreign language teaching. Grammar, as a subsystem in a network of other linguistic sub-systems and sub-skills (Newby, 2003), has been attached to different roles in language classroom, reaching little consensus, not only about the particular items to be taught, but about *when*, or *how*, or even *where* to teach or learn.

The study of grammar allows us to analyze patterns and avoid making mistakes. In this way, it can lead to more accurate productive skills performance among the students. Some teachers prefer to applying the structural method in teaching their students thinking that this method is the best to enhance the proficiency in the language. On the other hand, there are teachers favoring to use the communicative method in teaching grammar to their students. Their belief is teaching grammar should be done in a communicative manner whereby the students will grasp the parts of speech without going through the tiring and boring way of learning the language.

2. The Grammar Question: Linguistic Approaches

According to Chomsky (1965), the grammar of a natural language is a systematic description of the linguistic abilities of its native speakers, and these linguistic abilities would enable any native speaker to speak and understand his or her language fluently. Part of these linguistic abilities could be characterized as a native speaker's intuition or grammatical competence about the well-formed sentence and sentence structure of his or her mother tongue. A native speaker of a language is able to tell whether a given sentence in his or her mother tongue is well-formed or not, and whether a given sentence in his or her mother tongue has a particular structure or not. Though a sentence can be well-formed in different senses, we are concerned only with its syntactic structure here. As Chomsky points out in his works, a native speaker of a natural language is capable of producing and understanding new sentences and making grammatical judgments about their correctness and structures.

Why a native speaker of a natural language may still need to learn its grammar if he or she has already acquired an appropriate set of grammatical rules? The answer to this question is that the grammatical rules of a natural language are normally acquired by its native speakers subconsciously, and these grammatical rules are internalized and cannot be brought to consciousness without formal grammar training. As Chomsky (1972) points out, "a person who knows a language has mastered a system of rules that assigns sound and meaning in a definite way for an infinite class of sentences ... Of course, the person who knows the language has no consciousness of having mastered these rules or of putting them to use, ..." (pp. 103-104). This statement is strongly supported by the fact that a native speaker of English without formal grammar training can speak well-formed English sentences and can make grammatical judgments about English sentences, but he or she may not be able to give a conscious explanation of why a given sentence is grammatical or ungrammatical. Even a native speaker of English needs formal grammar training though he or she has already acquired a

subconscious knowledge of English grammar (cf. Brown, 2000; Rodgers, 2001; Richards & Renandya, 2002).

3. Grammar Teaching Approaches in ELT

The raising questions are then 'How should grammar be taught?', or 'Why should grammar be taught?' or even 'Should grammar be taught at all?' These questions, which many teachers may have asked themselves, can be reformulated by making reference to "the claims and counterclaims for and against the teaching of grammar" in the history of language teaching (Thornbury, 1999: 23) which are present whenever a new teaching method appears. Lock (1997:267) mentions some of the dichotomies that arise whenever dealing with grammar teaching, which are form vs. function, form vs. meaning, fluency vs. accuracy, meaning-based instruction vs. form-based instruction, and the one which most emphasizes the denial of grammar teaching: communication vs. grammar.

Traditional grammar teaching was based on a formal notion of competence: the underlying knowledge of concepts and rules stored in the minds of speakers which equated grammar with syntax and morphology, considering meaning as totally different linguistic level. The theoretical foundations of this approach are based both on Structuralism and Generativist, two pre--functional linguistic movements. The Structuralism view of language, associated to observable behaviors, was based on the analysis of form (phonology, morphology and syntax) over meaning (semantics), to which it did not pay any attention. On the other hand, Generativist considered that language should not be based on the classification of 'surface/individual' structures but rather, on the development of a system of innate and mental rules which would account for the structural possibilities of a language; however, it still considered syntax central. The set of practices associated to this approach have to do with the presentation-practice-production cycle, where the teacher presented the new grammatical item with the rule and the explanation of form and meaning. Then some controlled exercises were done, to consolidate the rule, and this intensive practice -or drilling- would eventually lead to production. Grammatical competence was viewed as conscious, explicit knowledge of rules (declarative knowledge, in psychological terms).

Communicative language teaching was initially influenced by linguists with a notional- functional view of language. With Hymes, Austin and especially Halliday's theories, grammar was considered as both semantic and functional (Bloor, 2004:2), or as the study of linguistic forms realizing meanings, the so-called Systemic-Functional Grammar (SFG). According to this new concept of grammar, which appeared in Halliday's writings in the 70s and which was consolidated in the 80s with

his Introduction to Functional Grammar, the dichotomies previously mentioned would be irrelevant, since the concepts of function, meaning and communication would be included within the study of grammar and linguists should focus on the use of language rather than on its form itself. Thus, grammatical knowledge was performance, rather than competence, and grammar was considered as a sub-skill to be learned as procedural knowledge (doing rather than just knowing).

Byrd (1998) stated that learning grammar is important but it is not easy to make language learners understand the concept of grammar. People usually think that those who speak correct grammar are superior than those who do not, thus indirectly equating the prestige of a language to its grammar. So, it is important to learn the aspects of grammar not so much to attain prestige but rather for effective communication purpose. Before the overt and covert approach are examined, it is obliging to review some models that have been introduced by experts in the world of language teaching. These methods have obviously been applied as to figure out the finest way of language teaching in general and grammar teaching in particular. The notions following the models will be of a great assistance to result a wise option upon which approach should meet the different EFL contexts.

Specializing in theories of language acquisition and development, Stephen Krashen has researched the area of non-native speakers of English and bilingual language acquisition. In what he originally called the input hypothesis introduced in 1985, Krashen claims that humans acquire language only through comprehensible input. He points out that to acquire a language we do not have to master the grammar rules. The statement above shows that using the covert approach which is also known as the communicative method is good enough to acquire the second language. The learners only need to be in a setting where meaningful conversation takes place.

Communicative competence model introduced by Hymes in 1966 is a linguistic term that indicates the speakers' knowledge of different parts of a language which include the sound system, structure of words and word order. It also depicts the ability the speaker has on when and how to apply the words appropriately when communicating in a social circle. The communicative competence model acknowledges the overt method in acquiring a language. In this model, grammar is taught to ensure that the language user is able to initiate a conversation entirely in the language effectively. However, the parts of speech taught are simple and relevant to everyday communication. This is known as the linguistic competence a branch under the communicative competence.

Another theory is the noticing theory pioneered by Schmidt in 1990 discusses the connection between overt and covert knowledge regarding the approaches in teaching grammar. The structural method or explicit knowledge refers to learning grammar through formal settings in school. In other words, the students should notice what they are learning before

they can apply it. The theory of noticing emphasizes more on the overt approach as the most important rule in learning a language well. By learning the grammar overtly, speaker will be able to speak the language accurately without making any mistakes because he would have noticed the important parts compared to learning covertly.

4. The Overt and Covert Approach in Grammar Teaching

While different teaching approaches often have very different characteristics in terms of goals, assumptions about how a second language is learned and preferred teaching technique, they have shared similar obsessions that changes in teaching methodology will lead to improvement in language learning. However, numerous approaches in teaching grammar can be rooted to two main approaches, basic and classic ones or, the covert and overt approaches also known as the structural and communicative methods respectively. Whereas it is agreeable that both approaches have their strengths and weaknesses, there lies the beauty of how they can complement each other.

4.1 The Overt Approach

The overt approach is teaching the rules of grammar to the students as it is. It is a process of dividing the whole parts of speech into manageable bite size chunks and then introduces these to the students, one chunk per lesson, so that they gradually and systematically accumulate a complete picture of the language. The grammar rules are explained explicitly by the teacher when presenting it. There are two options when applying the overt approach in the classroom. They are the deductive approach and inductive approach which is also known as the discovery method. In the deductive approach, the teacher presents the rule/pattern/generalization and then goes to provide practice in the application of those rules. When a teacher is explaining rules of grammar to his students, this approach is popularly known as the top down approach. In this approach, the teacher explains the rules of grammar explicitly to the students. On the contrary, the bottom up approach is when students are given a number of exercises and they try by themselves with the guidance of the teachers to find the connection or rule governing those particular parts of speech. For example exercises relating to subject verb agreement will enable the students to come to the conclusion and apply that conclusion to answer the following questions. This is because they have noticed the pattern. This is also known as the inductive approach.

In this approach, the teachers need a methodology that finds ways to present small pieces of language that have previously been selected by the teacher to exemplify particular structures. Each new item will then

be rehearsed until the students are familiar with it, revised at future dates and eventually incorporated into the larger body of language that has previously been presented and drilled. This is named after presentation, practice and production.

As there is no methods run without gain any benefits, the overt grammar teaching also gain reward for forms and rules can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.

Obviously, starting the lesson with a grammar presentation may be hard for learners especially young ones to understand the concepts involved. Despite the involvement of learners, teacher may be encouraged to perform teacher-centered method. Teacher explanation is often at the expense of learner's engagement. Moreover, explanation is seldom as memorable as other forms of presentation, such as demonstration. Apprehensively, such an approach encourages the belief that learning a language is austere a case of learning the rules.

4.2 The Covert Approach

Over the years, because of its popularity, the CLT has become the basis of English Language Syllabus for many countries. In the covert approach, the teacher gets the people involved in using the structure without drawing the attention to grammatical rules. The students' attention is focused on the activity and not the grammar rules but they have ample opportunity to practice the question forms because in covert approach, communicative learning is given priority. The approach creates an environment where a lot of language, known and unknown is met, mainly when doing speaking and listening tasks and where the students are helped with new language only when they already have some awareness of it and have curiosity or questions about it.

Compared to overt approach in English grammar teaching, the advantage of this approach to is it is based on English native speakers' (or near-native English speakers', or even advanced English learners') subconscious knowledge of English grammar and makes use of their grammatical judgments about the sentence well-formedness and sentence structure to "*rediscover*" and establish a set of conscious grammatical rules that underlie their grammatical competence.

Another benefit of this approach is that it actively involves students in their grammar learning process because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to receive them passively from their teachers without understanding the reasons behind them.

This approach also rewards learners in the sense that it helps them to understand and establish the English grammatical rule system in a way that is simple, logical, and also consistent with their intuition or

grammatical judgments about the sentence well- formedness and sentence structure.

5. Conclusion

When a study is conducted to examine which approach between the two, overt or covert, is the finest to be applied in EFL context, teachers' beliefs and perceptions on teaching grammar should be taken into account in their classroom practices. Their option on particular approach may result differently as their teaching experiences are concerned. Teachers who have 15 and 25 years of experience might be contrast in their approaches. This could be due to their learning experience in school as well as the training they received in teacher's training college. Teachers with longer period of teaching possibly gain benefit in joining more trainings and are more skillful in classroom management. Yet, less senior teachers are undoubtedly updated themselves with new teaching methodology, leaving the traditional method as lesson learnt to improve current ones.

However, it must be realized that there are cases where the teachers' preparation for lessons conflict with their classrooms' activities. They may prepare covert approach but once they are in the class they will consider change to teaching using the overt method. Though believed what they have learnt in college and the curriculum and also their former teachers is a better approach, teachers are required to adjust to their classroom contexts, i.e. learners' competence, access to learn, previously applied method, etc.

Learning grammar is thus crucial in language learning. It is undeniable that other than vocabulary, grammar is the heart of a language. In order to achieve this, grammar should be introduced and brought up to the level where learners have the tendency and motivation to grasp the rules quickly and apply it in not only their receptive skills namely reading and listening but also their writing and speaking, their productive skills. Nonetheless, grammar teaching can be made possible only if learners are prepared to learn. Being aware of the learners' pace will be advantageous in the sense that teachers have the ability to prepare grammar lessons that meet learners' background knowledge. What learners already know will then be developed further to higher level bearing in mind they must be able to connect what they have known to what they learn.

The contrast brought by many research proposes that sometimes overt approach is the finest method to teach grammar and at times covert approach prevails as the best way. Something to be interestingly drawn upon is that it is not wrong to apply both ways to teach grammar. The bottom line is learners are able to acquire their second language and used it correctly.

References

- Batsone, R. (1995). *Grammar*. Oxford: Oxford University Press
- Beare, K. (2013). Teaching Grammar in an ESL / EFL Setting, English as Second Language. About.com Guide. Retrieved from http://esl.about.com/cs/teachingtechnique/a/a_teachgrammar.htm [21 April 2013]
- Brown, H. (2000). *Principles of Language Learning and Teaching* (4th ed.). New York: Addison-Wesley Longman, Inc.
- Byrd, P. (1998). NCLRC The Essentials of Language Teaching - Grammar in the foreign Language classroom: Making Principled Choices in *Modules for the Professional Preparation of Teaching Assistants in Foreign Languages*. <http://www.nclrc.org/Essentials/grammar/grindex.htm>
- Chomsky, N. (1965). *Aspects in the Theory of Syntax*. Cambridge, MA: MIT Press.
- Ellis, R. (2002). Grammar teaching-practice or consciousness-raising? In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 167-174). Cambridge: Cambridge University Press.
- Ellis, R. (2004). The definition and measurement of L2 explicit knowledge. *Language Learning*
- Ellis, R. (2006). "Current issues in the teaching of grammar: An SLA Perspective", *Tesol Quarterly* 40/1: 83-107. <http://dx.doi.org/10.2307/40264512>
- Ellis, R. (Speech Notes). Options in grammar teaching. Retrieved November 30, 2005 from
- Ellis, R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *Tesol Quarterly*. 40(1), 83-107
- Fromkin, V et al. (2011). *An Introduction to Language* (9th Ed.). Boston: Wadsworth
- Gardner, S. (2008). *Changing Approaches to Teaching Grammar*. ELTED.11, 39-44
- Halliday, M. A. (1997). *An Introduction to Functional Grammar*. London: Arnold.
- Harmer, J. (1997). *Teaching and Learning Grammar*. New York: Longman.
- Hymes, D. H. (1972). *On Communicative Competence*. In Pride, J. B., & Holmes, J. (Eds.), *Sociolinguistics*, 269-293. Baltimore, USA: Penguin Education, Penguin Books Ltd.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman

- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. New York: Longman.
- Larsen-Freeman, D. (1991). "Teaching grammar", in M. Celce-Murcia (ed.) *Teaching English as a Second Language*. Boston: Heinle&Heinle, 279-283.
- Krashen, S. (1987). Applications of Psycholinguistic Research to the Classroom. In M. Long & J. Richards (Eds.), *Methodology in TESOL* (pp. 33-44). New Jersey: Heinle&Heinle Publishers.
- Krashen, S. (2002). *Second Language Acquisition and Second Language Learning* (1st Internet ed). Retrieved January 11, 2006 from http://www.sdkrashen.com/SL_Acquisition_and_Learning/
- Lock, G. (1997). *Functional English Grammar: an Introduction for Second Language Teachers*. Cambridge: Cambridge University Press.
- Newby, D. (2006). "Teaching Grammar and the Question of Knowledge", in A.B. Fennerand and D. Newby (eds.) *Coherence of Principles, Cohesion of Competences: Exploring Theories and Designing Materials for Teacher Education*. Graz/Strasbourg: European Centre for Modern Languages/Council of Europe Press, 1-11.
- Newby, D.A. (2003). *Cognitive + Communicative Theory of Pedagogical Grammar*.
- Richards, J. (2002). 30 years of TEFL/TESL: A personal reflection. *RELC Journal* 33(2), 1-35.
- Richards, J., & Renandya, W. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Richards, J., Platt, J., & Platt, H. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.
- Richards, J.C. and Rodgers, T.S. (2003). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. & Rodgers, T.C. (1995). *Approaches and Methods in Language Teaching. A Description and Analysis*. Cambridge: CUP.
- Richards, J.C., Gallo, P.B. & Renandya, W.A. (2001). Exploring Teachers' Beliefs and the Processes of Change. *PAC Journal* 1(1), 41-58.

- Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics* 11, 17-46
- Thornbury, S. (1999). *How to Teach Grammar*. Harlow, Essex: Pearson Education Limited.
- Thornbury, S. (1999). *How to Teach Grammar*. Harlow: Longman.
- Ur, P (1999). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Ur, P. (1999). *Grammar Practice Activities: A Practical Guide for Teachers* (12th ed.). Cambridge: Cambridge University Press.

Biodata

Ema Faiza is a lecturer at English Department, Faculty of Humanities, Airlangga University, Surabaya. Upon teaching English as a foreign language, she has gained a number of experiences through her period in handling language skills classes and some content subjects namely Sociolinguistics and Pragmatics.

CLASSROOM MANAGEMENT: COLLABORATIVE GROUPS FOR TEACHING ENGLISH GRAMMAR IN STATE ISLAMIC UNIVERSITY SUNAN AMPEL SURABAYA

Rakhmawati

*Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya
thestaroone_777@yahoo.com*

Arranging the classroom is important part in teaching grammar. it is a logical starting point for classroom management because it is a task of lectures before starting their class. Many teachers find it easier to plan other aspects of classroom management after they have a clear idea of how the physical features of the classroom will be organized . A good class is a comfortable place for the lectures and the students to study and to do interaction each others. So, there are many ways to reach the goal target in teaching learning proces by practicing classroom management well. More importantly, the model can be used to help students become effective thinkers, writers, and speakers. In educational setting , collaborative groups can by means of the group composition, group size and 'group methods'. The collaborative management appropriates for teaching grammar because in group composition and group size will be known the characteristics of the students and creativity implications. The group methods can help to develop creativity by enhancing motivation and raising participants' interest level. By practicing collaborative groups perhaps can create managing interpersonal interaction and build on existing ideas and those others for understanding and practicing English grammar well in spoken and written for state Islamic University Sunan Ampel Surabaya students.

Key words: collaborative group, group composition, group size, group methods

1. Introduction

Grammar is one of English skills which have to be mastered by English Foreign Learner (EFL). Understanding Grammar is not only understand the formula and the patterns of sentence structures, part of speech, direct indirect, modal, and many material usually used by the teachers in Yunior and senior high school even used by lecturers in university. The problem as long as the writer have tought grammar in Islamic state University of Sunan Ampel is difficulty to practice in spoken and written. After getting grammar class, they were very easy to do the exercises in one or two topic which we have discussed in a day. Another

day, if they met again the topic and collaborated with the materia, they will have difficulties especiallay to practice in spoken and written. Many strategies and techniques for teaching grammar have practiced in the class. The result shows the good impact, it means depend on the creativity and innovation of the lecturers. The clasroom management is one of aspects to support practicing grammar in grammar class. Basically, the English students of Sunan Ampel surabaya love to get the creative ideas from the lecturers. Understanding implication of grammar need a good classroom management to arrange the class athmosphere. The lecture have practiced collaborative groups in the classroom such as groups works, peer students in their class activities. Classroom management is a part of important thing and can practice effectively in teaching grammar class. This paper tries to write the ideas how to manage classroom management in collaborative group which is included group composition, group size and group method.

2. Discussion

2.1 Classroom Management in Teaching Grammar

Classroom management refers to the decisions a teacher makes regarding the physical environment and resources available to them, including furniture, resources, learners and themselves. These decisions are made to support the aims of the class. The decision is to put individual tables together into collaborative group in an open class grammar discussion and to support the aim of involving all learners in many activities. Different classroom activities require very different management and an essential part of planning is to make decisions about areas such as learner groupings, teacher involvement, positioning of furniture where possible, instruction giving and timing. Classroom management issues had a powerful influence on the teacher's instructional decisions in grammar teaching; thus, in this case, it felt an energising practice activity was necessary even though the activity reflected a collaborative groups. Based on Simon Borg in 1998, Thus, despite his belief that formal grammar work probably made no direct contribution to students' communicative ability, he included such work in his practice for the following reasons.

1. Especially early in the course, grammar work is a form of packaging designed to preempt students' concerns about the kind of course they are getting.
2. Grammar work based on students' errors makes it more relevant to the students.
3. Grammar work based on errors the students make during fluency

- activities validates the latter in the students' eyes.
4. Students enjoy the intellectual challenge inductive grammar work provides; this approach to grammar also enhances students' sense of achievement.
 5. Grammar activities allow the teacher to vary the pace of the lesson.
 6. Grammar work in which students can focus on their own errors makes the students more aware of these errors and hence more capable of self-correcting in the future.
 7. Grammar practice consolidates students' understanding of grammar previously focused on; it can also serve as a diagnostic tool enabling the teacher to identify grammar areas the students need more work on.
 8. Grammar work helps students perceive patterns in the language, which can facilitate learning.

Based on the phenomena above understanding and mastering grammar is not only know the pattern but the students need more practices to develop their speaking and writing used good Grammar.

2.2 Collaborative Group

Based on Moran and John-Steiner in Orisson Carley and Anne Jordan (2012) Creative ideas emerge from joint thinking, from significant conversations and from sustained, shared struggles to achieve new insights partners in thought. Even you are alone, your insights can be traced back to earlier collaboration. Any new thinking which develops in a particular domain is the result of collaborations, reinterpretations and syntheses which have developed over time. Collaborative group comes from many different characteristics, abilities, personalities, cultural background, achievements into a group activity in teaching learning process. Collaborative is very effective for teaching grammar for university students.

English students of Islamic State University of Sunan Ampel Surabaya come from different characteristics. They are unique students who have many characters such as friendly, kind, helpful, egoist, calmly etc. If they make a group, all of them will learn and understand each other how are not perfect as a human. Social humanism will be got lesson in this group. The abilities of mastering English grammar are very varieties. The writer believes lower, middle and fast learner always be in a class. If

they become a collaborative group, they will help each others. The fast learner will help to make undertand in mastering grammar especiallay in spoken and written. Personality of the students are varieties too, they are introvert and extrovert. Both of them can learn each other how to speak and write English in good grammar. The extrovert will help the introvet students to speak and vice verse the introvert will help the students in writing. The psychological theory shows introvert student has good ability in writing and conceptual background, so the extrovert student master in speaking, they are talkactive. They can learn each other. The cultural background of English Departement students come from Islamic boarding school who stay in *pesantren* and they come from state school who stay at home or lording house, fortunately they have varieties background. More over most of studensts come from village and many of them comes from cities around East Java. They learned many cultural background which will practice the English grammar in their society next, if they will graduate next. When collaborative group practiced they learn many sentences and even a paragraph that have adapted from their cultural aspect in a good English Grammar. The achievements of students are very varieties. Each other can learn together to construct a good sentence, because they have different achievement to undertand the materials in understanding grammar. The differences background are basically a modal to create collaborative groups activities for teaching grammar in State Islamic university Sunan Ampel Surabaya.

According to Orisson Carley and Anne Jordan (2012), The benefits design collaborative groups are multiple perspectives, Intersubjectivity, dialogical reasoning, knowledge contruction, emergence, emotional support, risk reduction, synergy. In teaching grammar, multiple perspective is taking many different perspective into account from a range situations and contexts, counteracting unchallenged individual crusades. So, intersubjectivity in collaborative allows individulas to see the extent to which their ideas are shared by others. This acts as a form of scaffolding and support participants, leading to a shared understanding not previous possessed (shrage 1990:40). The Dialogical reasoning is social engagement and exploratory talk are important in the generation of creative ideas (Barnes and Todd 1995; Craft 2008). More over, Knowlede construction, the construction of new knowledge is based on collaboration of many students. Emergence, creativity often arises as an emergent property of complex system as a result of many contingencies in conversation, small group interaction and discussion. Emotional support is an open emotional atmosphere can foster creativity by means of a respectful environment which offers emotional safety through its tolerance, emphaty and acceptance of different viewpoints. Risk reduction, collaboration spreads the risk so that creative individuals can take more chances. Synergy is being a part of acreative group energizes individual members and frees them from their

inhibitions. The implications of collaborative group teaching grammar should encourage in order to: (1) benefit from the range of perspective in a class (2) use the shared history of the group as a resource (3) explore perspective from outside the classroom (4) encourage shared understanding and co-construction meaning (5) promote discussion as a reasoning and creative tool (6) demonstrate the way that knowledge is constructed in a group context (7) facilitate the emergences of new and unexpected insight and expected insight and outcomes (8) provide mutual psychological support for students (9) reduce individual risk by sharing responsibility (10) engage learners and help them to realize their creative energy.

The different collaborative group can lead the students to diverse setting and purposes of teaching. How groups view and explain their creativity is important to reach the goal and learning objective of the grammar class. To encourage different type of collaborative group in grammar class, the lecturers should: (1) explore the implication of group size and composition (2) ensure group composition balances complementary skills (3) deal explicitly with issues of group membership and identity (4) create norms promoting tolerance of differences (5) establish ground rules for decision making in larger group (6) encourage group to articulate shared values that bind them (7) utilize problem-based and enquiry-based learning models (8) promote cooperative and reciprocal learning techniques (9) treat group conflict as a creative resource.

2.3 Group Composition

Group composition is the way to select the group members. It has many implications to achieve the goal and learning objectives. The table below shows the group composition for designing collaborative group:

Table 1: Group composition for designing collaborative group

Composition	Characteristics	Creativity implication for teaching grammar
Friendship	Self-selection	Positive/motivating atmosphere Appropriation of ideas
Location	Proximal cluster	May inhibit diversity
Alphabetical	Name based	May restrict diversity
Numerical	Random permutation	Encourages diversity
Class-list rotation	Class members labelled A, B, C, D. Group of all As, Bs etc	Disrupt friendship groups
Crossover	One person from each group moves to another	Disrupt established patterns

Performance-related	Different ability ranges	Improves group balance and resources
Skill-based	Different skill ranges	Balance skill

Source: based on Race (2001: 144-8)

The group composition for designing collaborative group can develop characters of students and try to create the creativity in thinking in speaking and writing grammar. The topic of discussion depends on the material in every meeting. Creativity of teacher has important role in design group composition

2.4 Group size

Group size also influences the potential creativity of the overall group, as individuals reach beyond their habitual ways of learning, working and creating.

Table 2: group size for collaborative group

Size	Characteristics	Creativity implication for Teaching Grammar
Pairs	Encourage participation Difficulties if one absent or uncooperative	Suits small-scale creativity tasks
Threes	Popular group size Two participants may dominate	Suits small-scale creativity Prevents stand offs
Fours	Can be split into pairs for sub-tasks Opportunities for delegation and collaboration	Creates a good critical mass Creative tasks can be subdivided
Fives	Range perspectives is possible Danger of 'passenger' behaviour Leadership important Can subdivide into two and three	Preferred group size for many creative tasks because of casting vote
Sixes	Possible increase in 'passenger behaviour' Strong group leadership necessary	More difficult to ensure equivalence of creative tasks for individual members
Sevens to tens	Skilled facilitators necessary to manage the psychological climate. Social loafing and "passenger behaviour more likely"	Creative contribution of shy members may be diminished

Source: based on Race (2001: 142-4)

The role of selected leader is very important, group leadership becomes more important. A leader can foster a spirit of participatory collaboration and support the strategic roles in group interactions. A

leader can also move a group forward by mediating conflict and reconciling different views.

2.5 Group Method

Group method is a strategy and technique in creating collaborative group. Specific group methods can help to develop creativity by enhancing motivation and raising participants' interest levels. The active participant involved in group work allows students to gain feedback from each other and they will do improvement and evaluation in creative product. A Method can be generalized in the form of transferrable skills. To practice suitable method for teaching grammar must be considered many considerations : (1) idea generation (2) managing interpersonal interaction (3) emphatic listening and turn-taking (4) building existing ideas and those of others (5) self-regulation through group work (6) utilizing all the resources of the group (7) problem-solving strategies (8) decision-making strategies.

Based on Orisson Carley and Anne Jordan (2012), in order to use group method for teaching grammar, the lecturers should: (1) provide precise parameters for the creative task (2) ask the students to select the most appropriate group work method (3) encourage problem-posing or redefinition of the problem (4) require and note contribution from all members (5) asks students to identify and analyze their group thinking methods (6) sequence PBL problems in order of increasing complexity (7) use case studies to derive principles of creative thinking (8) Provide opportunity for self and peer evaluation.

Many techniques in teaching Grammar can be used to promote collaborative group working in the classroom

1. Rounds
Students are asked to state or write down what they want to know or feel about the topic being explored. Round tend to work in explicit, brief sessions with fewer than 20 participants to prevent boring repetition. Comments can be written on a Post it note and stuck on a chart to indicate that all contributions are equally valued. Rounds encourage creativity by accessing everyone's ideas and setting up an atmosphere which can help a facilitator
2. Buzz group
Small groups talk quickly or "buzz" together as they work, or in a very short break in a lecture. The result can then be shared with the whole group through feedback. Students need to be trained when to stop talking and resume full-class activities. Creativity is enhanced when people are buzzing about several different things at once to provide diverse

opinions. Small buzz groups may be combined through the process of snowballing

3. Snow balling/pyramidding

Students can undertake individual tasks such as listing features or asking questions. They can then work in pairs to combine ideas "snow balls" in larger groups to form a creative synthesis. Responsibility for individual elements increases interest and engagement and a shared ownership in the resulting creative combination.

4. Fishbowls

A small group of participants undertaking a creative task sits in the middle of a larger circle of observers who then provide feedback on the creative process. The participants and observers may inhabit a virtual rather than physical space and video recording could permit self-observation. This enables a group to see collaborative creativity as a process or inhibit creativity.

5. Syndicates

These are activities undertaken by groups of students working to a brief but under their own direction

6. Brainstorming

Many ideas are generated rapidly while postponing evaluation, in order to reduce inhibitions and allow participants to build on each other's contributions

7. Problem based learning

It encourages learners to solve these problems by actively engaging in the learning process using their existing knowledge, previous successful problem resolutions and by consulting any materials or resources including the teachers

8. Creative problem-solving

Sometimes called 'the thinking skill model', creative problem solving (CPS) was invented
it contains a number of steps (Baillie 2008: 143-4)

preparation-----pace, resources, prior reading

Divergent and convergent-----question, formulation and clarification

Generative phase-----brainstorming to generate ideas

Development of solution-----idea clustering and action planning.

3. Conclusion

Classroom management consists of many aspects to discuss in preparing teaching English grammar. The students are part of the successful teaching learning process. One idea to achieve mastering English grammar used collaborative group. It is a creative idea to practice English grammar class. Designing collaborative groups as many benefits such as multiple perspective, intersubjectivity, dialogical reasoning, knowledge construction, emergence, emotional support, risk reduction and group synergy. Practice collaborative group can be applied by designing composition and group size. The group composition is friendship, location, alphabetical, Numerical, class-list rotation, crossover and skill based. The group size is Pairs, threes, fours, fives, sixes and seven to tens. Many considerations to view group methods and techniques in applying collaborative group. The ideas about collaborative group have been practiced to teaching grammar class in English Department of State Islamic University Sunan Ampel Surabaya.

References

- Baillie, C. (2008). Enhancing Students' Creativity, in N Jackson, M. Oliver, M Shaw and J wisdom (eds) *Developing Creativity in Higher Education: An Imaginative Curriculum*. London: Routledge
- Barnes, D and Todd F. (1995) *Communication and Learning Revisited: Making Meaning Through Talk*. Portsmouth, NH: Boynton/Cook Publishers
- Craft, A. (2005) *Creativity In Schools: Tensions and Dilemmas*. Abingdon: Routledge
- John-Steiner, V. (2000) *Creativity Collaboration*. New York: Oxford University Press
- Race, P. (2001) *The lecturer's Toolkit: A Practical Guide to Learning, Teaching and Assessment*, 2nd edn. Abingdon: RoutledgeFalmer
- Schrage, M (1990) *Share Minds : The New Technologies of Collaboration*. New York: Random House
- Simon Borg. (1998). *Teacher Pedagogical System And Grammar Teaching. A qualitative study*. TESOL Quarterly vol 32, No 1 Spring
- Orison C and Anne J (2012) *Approaches to Creativity: A Guide for Teachers*. England: McGraw Hill

The Role of Critical Reading in Developing the Ability of Writing Comparative Literature Research

Wiwin Widyawati
STAIN Ponorogo
widyawatiwinwin@gmail.com

Abstract

Basically to live our life we should have our own view about what life is. Everyone knows that what had happened in our last time is actually our valuable lesson that could guide us in the next activity. Concerning with the existence of literary creation in our surrounding life, it is the advantageous condition actually because the people who may happen to have the different experience with us will have a willing and good intention to share their opinion about life towards another people. The role of critical reading is very important in developing the ability of writing comparative literature research. This is not the strange phenomenon as the existence of literary productions were spread everywhere on the whole around world.

Key words: reading, critical reading, comparative literature

1. Introduction

Learning to be critical is always needed since the students want to grasp all they want to know about the message in a certain texts. Someone who has the ability to think critically in reading will also has the ability to write and speak critically. Through the writing of this manuscript, the writer doesn't mean to give the deep discussion on comparative literature analysis. This chance gives the writer time to introduce the comparative literature along with its existence so far and its relation with critical reading ability. In line with the discussion of comparative literature and critical reading, the writer is adopting the statement of Emerson. The scholar, says Emerson is the man who must take up into himself all the ability of the time, all the contributions of the past, all the hopes of the future. He must be a university of knowledge.

Literature itself as the creation of human thinking has the potential ability to give readers not only amusing point but also knowledge of social, cultural, psychology, and political experience. This reality is based on variation of reasons. Palardy (In Yuh Mei Chen, 2006) states that through literature readers will have the opportunity to develop insights and understandings of the cultures and people of the world; to

develop their imagery and visualization abilities; and to gain new perspectives by testing their ideas with those found in books.”Likewise, Root (In Yuh Mei Chen, 2006) maintains that literature helps the readers better understand themselves, their world, and the aesthetic values of the written text. Alwasilah 2001,38) also emphasizes that “by reading literary works, students share the problem, concerns, values, and issues common to all human being. Those reasons actually have the same concern; the importance of literature.

Deep comprehension then is quite needed in this process. This chance should have been used by the readers as a very valuable input and counsel .By reading literature especially comparative literature, therefore people will have the opportunity to conduct critical reading and make review of reading especially on comparative literature.

2. Discussion

2.1 Critical Reading

Being critical, like what have been stated by Goodwin and Stables (2005, 6) means:

- a. Adopting an attitude of skepticism towards one's own and others knowledge in the field of enquiry (e.g. a theory, research findings or prescription for improving practice) and the process of producing the knowledge (e.g. “armchair theorizing, research investigation, reflecting on practice)
- b. Habitually questioning the quality of one own and others specific claims to knowledge about the fields and the means by which these claims were generated.
- c. Scrutinizing claims to see how far the students are convincing in the light of checking (e.g. whether the components of a theory are logically consistent, whether there is sufficient evidence to back a generalization based on research findings, or whether the values underlying prescriptions for improving practice are acceptable)
- d. Respecting others as people at all times. Challenging others' work is acceptable, but challenging their worth as people is not.
- e. Being open- minded, willing to be convinced if scrutiny removes the doubts, or to remain unconvinced if it does not.
- f. Being constructive by putting the attitude of skepticism and the open mindedness to work in attempting to achieve a worthwhile go Critical reading is not simply close and careful reading. To read critically, one must actively recognize and analyze evidence upon the page.al. Challenging others' work to find a better way of doing things is acceptable, but indulging in destructive criticism of

others' work just to demonstrate the intellectual prowess at the expense is not.

Kurland (2000) stated that textbooks on critical reading commonly ask students to accomplish certain goals:

- to recognize an author's purpose
- to understand tone and persuasive elements
- to recognize bias

Notice that none of these goals actually refers to something on the page. Each requires inferences from evidence within the text:

- recognizing purpose involves inferring a basis for choices of content and language
- recognizing tone and persuasive elements involves classifying the nature of language choices
- recognizing bias involves classifying the nature of patterns of choice of content and language

Comparative study either within or beyond the limits of a national literature must be regarded as a fundamental principle of literary research. In the world of research along with the relation to history and knowledges, comparative literature is a branch of literary world. In this comparative literature, there is work to tie between one discipline and another. In the final projects of works, usually also give the influence and contribution of comparative literature. The movement from one literature field towards another is also the branch of comparative literature analysis.

Today the general and generating principles of comparative literature are widely accepted in the entire scholarly world, at least in theory. That European culture which includes all national cultures expressing themselves in European languages –forms an indivisible whole has been recognized for a long time. Here in Indonesia hopefully will soon have the same condition.

The purpose of the research, as have been stated before is to give contribution to the readers especially the students or the lecturers working at an advanced level of research with learning what it might mean to be critical and how to become more critical consumer of literature in a particular area of enquiry.

When students conduct the process of reading comparative literature analysis, they will indirectly conduct critical reading process and literature review and the vice versa. So in this process, students are willing not only to look insights into a key aspect of the area of study but also demonstrate high quality literature review.

The process of academic enquiry reflected in post graduate courses has its historical roots in this tradition. But with rapid globalization it is increasingly being adopted in higher education institution right across the world as a way of thinking and informing practical action. Here, while all individuals are entitled to respect as people, there is a cultural expectation that any person's work may strong enough grounds for doing so. Therefore, it is quite acceptable for students to questions the ideas of leading academic figures in their area of study, as long as they can give convincing reasons for their view.

The researcher not only concerns on the internal relations of the republic of letters, but also the connections of literature with other disciplines, notably with the fine arts. The comparative field, furthermore, touches upon philosophy, religion, psychology, sociology, history, and political science, though this efforts are centered on literary works. (Joss,1974) This statement can be applied in the form of the following descriptions:

By reading Guy de Maupasant's *The Jewel*, for example, the readers will not just get the information about the characters, setting, and plot of the story. More than that, they will also have the chance to observe the cultural performance from certain area used as a setting in the story. The wife of M .Lantin will not ask somebody else to accompany her to go to the theatre except her own husband. As the eastern women at this era women should have felt the great salute to this condition.

It is often claimed that comparative literature has its specific critical methods. This is not quite true: the procedure of investigation is basically the same whether the subjects matter belongs to one single literature or to several literatures. (Joss, 1974,23) This statements may interpreted that there is a type of comparative literature analysis that use just one object of literature work but the analysis will be related to other disciplines such as psychology and history.

Through the process of reading single English product of literature, indirectly we have compared our culture with cultural life found in *The Jewel*. In this process of reading and reviewing we should relate the novel with other disciplines such as psychology and history.

By reading Indonesian and American detective novels, for example, the reader will be able to make review on two cultural lives. American and Indonesian is totally different but still we can see the same matters between these two nations. This, for example is laid on the reasons why the villain do the crime.

2.2 Writing Comparative Literature Research

Adopting from many methodological framework, the project of writing comparative literature research can be started by reading for several times on the object/objects being analyzed, thinking about theoretical ideas and previous work in the area, identifies and contextualizes a space for the research plans, and set up a key concept of work.

We also can combine idea from another area of disciplines since it is needed as we continue to develop reading and data collection.

The process of data collection should be conducted carefully in order to be able to gain the accurate data, the accuracy of data are well-supported by the mastering of literary theory, literary criticism, literary history, and the relation of interdisciplinary literature. The incapability to master any kinds of some requirements will cause the appearance of the problem.

Any kinds of approach can be taken in conducting the writing of comparative literature analysis. These, for examples, are folkloristic, comparative, and supra textual. The analysis usually refers to the meeting of reaction between work of literature and another disciplines and aspects. Analysis better conducted deeply and thoroughly in order to get the successful result.

Interdisciplinary literature is also a kind of new approach especially in American Literature Studies. This effort is meant to bridge all uncaught able literary content. It would be better then, to hold other disciplines. Comparative literature, through the interdisciplinary approach will have the contribution to complete the meaning.

3. Conclusion

Combining critical reading and comparative literature I would like to show and promote that conducting reading critically and comprehensively can help us to raise our ability in understanding and reviewing comparative literature analysis. There are many theories made in discussing the comparative literature but we don't have to be confused and rush. We can choose the theory suitable with our interest. The main thing should be done intensively and regularly is always conducting reading critically and comprehensively.

To follow up the conclusion, some suggestions are proposed to the English students especially, teachers/lecturers, and other researchers. Reading critically and comprehensively are effective and suitable to improve the ability of writing literature comparative research.

The students, teachers, and lecturers are suggested applying this idea independently not only in the classroom but also outside wherever and whenever they are reading literature products. Finally, for other researches, this research hopefully can be an inspiration to do the next study and observations in the same field of research.

References

- Alwasilah,A.C. (2001). *Language, Culture, and Education: A Portrait of Contemporary Indonesia*. Bandung: CV.Andira
- Chen,Yuh- Mei. (2006). Using Children's Literature for Reading and Writing Stories. *Asian EFL Journals: The EFL Professionals Written Forum*. (Electronic version, Volume 8, Issue 4, Article 9), Accessed on May 3,2009.
- Goodwyn ,Andrew & Stables, Andrew. (2005). *Learning to Read Critically in Language and Literacy*. London: Sage Publications
- Joss, Francois, (1974). *Introduction to Comparative Literature*. USA: The Bobbs-Merrill Company, Inc
- Spears, Deanne, (2006). *Developing Critical Reading Skills*. New York: McGraw Hill Company

Multiple Intelligences Theory in EFL Speaking Class: Its Principles and Implications

Pryla Rochmahwati

*The State College for Islamic Studies (STAIN) Ponorogo
rpryla@yahoo.com*

Abstract

The learning of a foreign language involves many factors concerning human intelligences. The theory of Multiple Intelligences was developed by Howard Gardner claims that every human possesses eight intelligences, namely verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal and naturalist intelligences. In speaking class, the students use different combinations of intelligences when they perform the tasks. Therefore, this paper aimed at investigating the theory of Multiple Intelligences and how we can apply its principles in EFL speaking class. Finally, comprehending Multiple Intelligences theory and its principles is particularly significant in order to assist the students to learn more effectively and efficiently in EFL speaking class,

Keywords: *Multiple Intelligences Theory, EFL Speaking Classroom*

1. Introduction

English is a language that has gained a lot of importance in Indonesia through the years. Due to globalization and the rise of communication among the countries and cultures, learning English became a necessity. With regard to the importance of English, the teaching of EFL speaking has been deemed important in the Indonesian context. In general, speaking is usually considered as the core skill in foreign language learning and it is what learners generally want to be able to do (Graham, 2007:45) then, a large percentage of the world's language learners study English in order to develop speaking proficiency (Richards and Willy, 2002:201)

The language learning process differs from situation to situation because there may be much variation in the factor that may influence it. Thus, teachers need to know the background capability of the students. As stated by Burns and Joyce (1997:55), before EFL teachers decide to teach speaking skill, they need to find the background data about the students' needs and goals. This involves gathering personal data, such as age, language background, and information about the students' goals and needs. It also involves assessing their current level of spoken language competency and proficiency.

To be able to speak English fluently and accurately, however, requires supporting knowledge and other skills of speaking. Burns and Joyce (1997:2) stated that the mastery of the speaking skills engage a number of multifaceted skills and types of knowledge about how and when to communicate. Similarly, Thornbury (2005:11) adds that to have a sufficient skill of speaking the EFL learners require linguistic knowledge and extra linguistic knowledge. Therefore, providing students with an effective environment enables language speakers to speak fluently. This encouraging environment makes learners speak away from anxiety. One of these approaches that depend greatly on the learner-centered style of teaching and learning is Howard Gardner's theory of Multiple Intelligences.

Multiple Intelligence theory is based on the work of Howard Gardner on his book *Frames of Mind*. Initially Gardner identified 7 relatively autonomous capacities, namely, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. Later, he added an eighth intelligence, namely naturalist intelligence (Gardner, 2011).

Multiple Intelligence theory is important to educators because it suggests that effective instruction is that which empowers the human cognitive potential of all students. It helps to reduce the dominance of the teachers for the sake of their learners which broaden the range in front of learners to practice and speak using the target language. According to El Naggari in Salem (2013:54) Multiple Intelligences theory enables teachers to discuss positive strengths in all children and to plan appropriate learning strategies for a more effective classroom environment.

Various studies investigated the effect of using multiple intelligences-based instructions on developing speaking skills. One of them is Dorgham (2011) which investigated the effectiveness of using multiple intelligences based instruction on developing speaking skills of the preparatory schools first graders. The implementation of a program based on MI proved the usefulness of multiple intelligences based instruction on developing first year preparatory stage graders. Then, Ibrahim (2007) investigated the effectiveness of using a suggested strategy based on the multiple intelligences theory on assessing and developing the speaking skills. The sample of the study was third year primary school Arabic native speakers' students. Instruments of the study included the training program (student's book and a teacher's guide), multiple intelligences scale and a checklist of the study showed the usefulness of the training program based on the multiple intelligences theory.

Referring to the explanation above, this paper is trying to examine Gardner's theory of multiple intelligences in depth and consider how we can apply his theory in speaking class. By understanding his

theory and its principles well, we may be able to understand how to apply and help students speak more effectively in classrooms.

2. Discussion

2.1 Speaking Activities Based on the Theory of Multiple Intelligences

The Multiple Intelligence Theory (MI) was developed by Howard Gardner, Harvard Graduate Professor in the School of Education, in 1983. Gardner's theory maintains that each person possesses several intelligences which are used to carry out specific tasks. This theory is important to education because teachers see more frequently that students learn in different ways. With the support of the theory, language teachers can create activities flexible, reflective, logical, and creative for diverse students' individual differences (Christison, 1998).

Gardner's theory debuted in his first book entitled *Frames of Mind*, where he defined seven intelligences. Those first seven intelligences are: Linguistic/Verbal, Logical/Mathematical, Interpersonal, Intrapersonal, Kinesthetic, Musical and Spatial Intelligence. Naturalistic intelligence was added to the theory by Gardner in 1999 in his book entitled *Intelligence Reframed: Multiple Intelligence for 21st Century*. The activities below are the examples of how to address Multiple Intelligences in my speaking class.

2.2 Verbal Linguistic Intelligence

Traditionally one of the most heavily emphasized intelligences in the classroom (McKenzi, 2005:12). It is the ability to use language effectively and creatively both orally and in writing. Learners who display this intelligence to a high degree are sensitive to the sounds and meanings of words and are typically very good at decoding. It consists of the ability to thinking words and to use language to express and appreciate complex meanings. We use out verbal linguistic intelligence when we speak to each other, whether through formal speech or informal conversation.

In order to promote students' verbal linguistic intelligence, I utilize "debate" in speaking class. The activities are as follows:

- 1) Explain the rule of debate in general
- 2) Divide students into two teams.
- 3) Select debate topic and assign the two teams to debate the topic/motion – the first motion is "English Department is the best major in STAIN Ponorogo", the second is "Shopping is interesting hobby" and the last is "Teacher is the best profession"
- 4) Ensure that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.

- 5) Present the topic and format of the debate.
An example format of the debate as following:
- ✓ Side 1 presents opening arguments, with three members each giving a statement.
 - ✓ Side 2 presents opening arguments, with three members each giving a statement.
 - ✓ Side 1 has chance for rebuttal
 - ✓ Side 2 has chance for rebuttal
 - ✓ Side 1 has chance for a second rebuttal
 - ✓ Side 2 has chance for a second rebuttal
 - ✓ Side 1 takes time for a conclusion.
 - ✓ Side 2 takes time for a conclusion.

A debate is a speaking situation in which opposite points of view are presented and argued (Dale and Wolf, 2000:176). A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote (Littlewood, 1981:57). Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing (O'Malley, J. Pierce, 1996).

2.3 Logical-Mathematical Intelligence

Some individuals are able to learn just about anything using their logical skills. They are able to calculate and work out relationships and connections between items. They enjoy mental challenges seeking out solutions to logical, abstract and mathematical problems and have good deductive reasoning skills.

Incomplete Picture Series would be good activity in building students' logical-mathematical Intelligence in speaking class. According Raimes (1983), picture series is a set of parallel pictures showing similar scene or story that offer guidance on vocabulary, structure, and organization. Its function is to tell a story or a sequence of events. Moreover, incomplete picture series is a group of pictures arranged following stories and the last part of the picture is not shown. This is aimed at letting the students use their logical thinking to end the stories.

The step for implementing "Incomplete Picture Series" is presented below:

- 1) divide students into groups; each group sits in circle,
- 2) give different incomplete picture series to each group,
- 3) assign students to tell their teammates about the pictures in turns; students may make note before sharing what they see in the pictures,
- 4) tell students to gather all information they get from other teammates; students may write the information

- 5) ask students to predict the end of the story
- 6) assign students to perform the story in front of the class individually

The examples of incomplete picture series are:

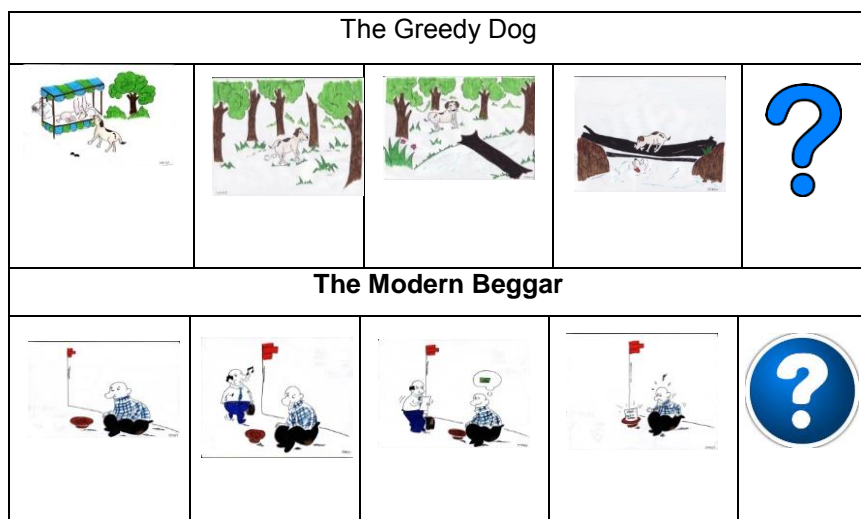


Figure 1. Incomplete Picture Series Media

2.4 Spatial Intelligence

Some people are gifted with the ability to visualize the world with great accuracy. They are able to think in three-dimensional terms and can re-create an idea into a working visual model that they are also able to adapt and modify such a model prior to any physical construction. Such individuals have an amazing ability to create a mental map of a new territory providing a strong sense of spatial awareness for where they are positioned in relation to the world around them.

I provide work for the students to make a map describing their imaginary city. The activities are in the following:

- 1) Show “the city map” to the students
- 2) Provide some vocabulary items related to the expression of “Direction”
- 3) Give example on describing map.
- 4) Divide the class into groups
- 5) Ask each group to design a map telling about their future imaginary city.
- 6) Present the map in front of the class.

2.5 Bodily-Kinesthetic Intelligence

Some people find that they are able to learn extremely well when they are involved in some form of physical activity rather than just sitting

still. They may be extremely skilful with their hands, or they may be very physically skilled using their whole body. In either case such individuals are able to adapt these physical abilities towards many different kinesthetic challenges. To develop bodily intelligence it would be best to explore both aspects simultaneously – regardless of how unfit you may be.

The activity for fostering students' bodily-kinesthetic intelligence in speaking class is "Drama". Drama is powerful tool in language class that involves the students interactively. It also provide the means for connecting the students' emotion and cognition as it enable the students to take risk with the language and experience the connection between thought and action. Wessels (1987: 7) claims that "drama is doing, drama is being." and also that "students learn through direct experience." Drama inhibits an active involvement of learners. Thus, the learners' experience using a language in the classroom becomes similar to the real-life experience. The implementation of drama in my speaking class is as follows:

- 1) Divide the class into 2 groups
- 2) Ask the students to discuss the topic of drama
- 3) Design the scenario for selected topic (in 2 weeks)
- 4) Explain the assessment rubric for drama performance
- 5) Perform drama in front of the class

The drama performance in my class can be seen in the following pictures:



Figure 2. The Students' Drama Performance

2.6 Musical Intelligence.

Music is a much more powerful learning tool than people tend to appreciate and it is therefore important for all of us to incorporate the art of music into our lives to a certain degree. There are certain individuals who have a superb natural ability to be creative with any rhyme, rhythm or sound. Those who possess high levels of musical or rhythmic intelligence constantly hear tones, rhythms, and musical patterns in the environment and human voice, as well as music.

Music in the class is applied to calm the mind, to relax muscles and enables learners to be free from pressure and stress (Mashayekh & Hashemi, 2011). Using music in the classroom can create a soothing atmosphere for learners and helps them not to feel threatened. It also can strengthen the relationship between teacher and students. Singing songs is an activity that combines linguistic and musical information that connect both hemispheres, which strengthen the conveyance of messages.

The activity to facilitate students' musical intelligence is "Make a list of songs that inspire you". The steps are in the following:

- 1) Brainstorm the class by asking the students' favorite song and show the reason
- 2) Ask the students to make a list of songs that inspire them (at least 5 songs)
- 3) Assign the students to browse the song lyrics in internet
- 4) Summarize the content of song and the reason why these songs become inspiration
- 5) Present in front of the class.

2.7 Interpersonal Intelligence.

Interpersonal learners understand the moods and motivations of others enabling them to work and communicate effectively. They enjoy social activities. There are many ways in which an individual can enhance Interpersonal Intelligence – but few of them can be done alone. Team-worker would be the best activity in developing this intelligence.

In my speaking class, I employed "Teamwork Story Telling" to facilitate students' interpersonal intelligence. The activity is in the following:

- 1) Inform the learning objective – students are able to retell the story based on the video.
- 2) Provide the key vocabulary items – witch, palace, prince, princesses, and poisonous apple; to help the students understanding the story before playing the video.
- 3) Play the video downloaded from internet "Snow White and Seven Dwarfs"
- 4) Divide the students into groups and each group prepares retelling the story. Each member of the group starts retelling the story in a sentence and the next one continues until the end of the story.
- 5) Ask five students randomly to retell the story in front of the class in which one starts then pass it on to make a whole story impromptu.

Stories/video can be selected from a range of sources, including graded readers, story websites on the internet or picture books originally written for children whose first language is English. Whatever the source, the most important thing is that the story you choose is suitable for the

children it is intended for. You need to check that the content is relevant, interesting, appealing and memorable and, if the story is illustrated, that the visuals are clear and attractive and will support children's understanding.

Team Storytelling is a powerful, stimulating session that gives teams a memorable and how they have handled the challenges they've faced in order to construct a story based on the video appropriately.

2.8 Intrapersonal Intelligence

Few of us do not realize the importance of developing Intrapersonal skills for the ability to reflect and monitor our own progress, thoughts and feelings, strengths and weaknesses. Those few who do possess Intrapersonal Intelligence have often acquired it for themselves by taking an active interest in their ability to control their own destiny. The core characteristics of a person with a highly developed intrapersonal intelligence are affective awareness, ethical awareness, self-regulation, and metacognition.

Some students enjoy working independently at their own pace. Intrapersonal learners also appreciate being able to choose projects and topics that best suit their interests. Therefore, the appropriate activity to foster students' intrapersonal intelligence is dealing with personal connection. For speaking class, describing family member would be the ideal task. The steps are in the following:

- 1) Assign the students to bring their family picture
- 2) Explain the way to describe someone - (vocabulary describing feeling, appearance, personality, ages and stages in life).
- 3) Practice for describing of family pictures in front of the class one by one.

2.9 Naturalistic Intelligence

Students with naturalist intelligence are those who seem to be in love with the natural world. They possess the ability to classify and distinguish plants and animals in the environment. The task for building the students' naturalistic intelligence is through creative story telling using animal character and their characteristics in the form of "Puppet Show".

Puppets are wonderful resources for helping students learn about food chain relationships, anatomy, animal behavior, biodiversity, and life cycles. In addition, for teachers, interpreters and naturalists, puppets make excellent models for introducing behavioral traits and adaptations found in wild animals. Students naturally gravitate toward puppets and begin role playing as soon as they pick them up, making them an excellent enrichment tool for discussions, presentations and, of course, for storytelling.

Greensmith (2012) mentions the purposes of teaching learning by using puppets are (1) to stimulate students' creativity, (2) to encourage

the quietest of students to start talking, (3) to motivate and support students with difficulties in communication and interaction, (4) to develop students' social and motor skills, and (5) to provide essential link between learning and play which makes puppet wonderful teaching tools for at home, the classroom and in the wider community.

The teaching and learning through puppet can be conducted into the following way:

- 1) Divide the class into some groups
- 2) Ask each group to find the fable from books or internet.
- 3) Assign each group to design puppet made from paper related to the selected fable (Photocopy a character from a book, cut a character from a colouring in book or draw a character)
- 4) Have students perform puppet show like in the following picture:



Figure 3. The Students' Performance on Puppet Show

3. Conclusion

In the speaking classroom, it is possible to motivate students by activating multiple ways of meaning-making through the use of tasks relating to the different intelligences. Providing a range of language activities that stimulate the different intelligences proposed by Howard Gardner makes it possible to engage multiple memory pathways necessary to produce continued deep learning.

In conclusion, understanding Multiple Intelligence theory and its principles is particularly significant; since using Multiple Intelligence based activities create a wide range of possibilities for helping students learn more effectively and successfully in speaking classrooms.

References:

Christison, M. A. (1998). An Introduction to Multiple Intelligence Theory and Second Language Learning. In J. M. Reid (Ed.), *Understanding Learning Styles in the Second Language Classroom*. New Jersey: Prentice Hall Regents.

- Dale, P & Wolf, J C. (2000) *Speech Communication Made Simple*, (NY: Miami Dade Community College.
- Dorgham, R. A. S. (2011) *The Effectiveness of a Proposed Program in Developing the Speaking Skills of English Language among Preparatory Stage Pupils in the Light of Multiple Intelligences Theory*. Unpublished PhD thesis. Institute of Educational Studies. Cairo University.
- Graham, S.(2007). Developing Speaking Skills in the Modern Foreign Language. In. Norbert, P. & Ana, R. (Eds.), *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. Oxon: Routledge,
- Greensmith, A. (2012). Puppets in Education. Available at <http://thecreativityinstitute.com/puppetineducation.aspx> accessed on June, 3 2015
- Harmer, J. (2007) *The Practice of English Language Teaching*. Essex: Pearson Education..
- Ibrahim, A. H. A. (2007). *The Effectiveness of a Suggested Teaching Strategy Based on Multiple Intelligences Theory on Developing Third Year Primary School Pupils' Speaking Skills*. Unpublished MA Thesis. Institute of Educational Studies. Cairo University.
- Richards, J.C. and Renandya, W. (2002) *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press,
- Littlewood, W (1981), *Communicative Language Teaching*. UK :Cambridge University Press
- Mashayekh, M., & Hashemi, M. (2011). The Impact of Music on Language Learners' Performance. *Journal of Social and Behavioral Science*, 30(3), 717-718
- Nunan, D,. (1999). *Second Language Teaching & learning*. Boston: Heinle & Heinle Publishers..
- O' Malley, J. Michael & Pierce, L. V. (1996) *Authentic Assessment for English Language Learners*, Cambridge: Addison-Wesley Company Inc.
- Raimes, A. (1983) *The Techniques of Teaching Writing*. Cambridge: Cambridge University Press.
- Thornbury, S. (2005) *How to Teach Speaking*. Essex: Pearson Education.
- Salem, A. & Atta M. S. The Impact of Multiple Intelligences-Based Instruction on Developing Speaking Skills of the Pre-Service Teachers of English. *English Language Teaching*; Vol. 6, No. 9; 2013. (Online) <http://dx.doi.org/10.5539/elt.v6n9p53>, Accessed on June, 14th 2015)
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press
- Wessels, Ch. (1987) *Drama*. Oxford: Oxford University Press.

Structured Academic Controversy to Trigger Student's Active Participation and Critical Thinking

Andi Susilo¹, Restu Mufanti²

English Department, STAIN Ponorogo¹

*English Department, UNMUH Ponorogo²
meuteaorchidta@yahoo.com*

Abstract

This paper is aimed at introducing and highlighting structured academic controversy as a model of cooperative learning technique to teach university students. It is instructional uses of intellectual conflict to facilitate students broaden and deepen understanding related to particular issue. This technique provides opportunities for students to participate actively in collaborative learning situations that encourage them have own ideas and conclusions challenged by advocates of an opposing position, develop a strong arguments in defining and interpreting the problem, developing and evaluating solutions, developing a plan based on a selected solution, and reflecting on the learning outcomes. Hence, the use of well-organized academic controversy can trigger students' critical thinking, increase the quality of problem solving, decision making, and reasoning, and promote higher achievement. For this reason, this article addresses some key issues on the application of this technique in EFL learning. This present article, first, highlights the nature of academic controversy and its potential educational benefits. Afterward, the structured academic controversy process is described. In what follows, it provides a model of EFL learning activity using structured academic controversy.

Keywords: academic controversy, intellectual conflict, cooperative learning, critical thinking

1. Introduction

Learning to think and talk critically is often regarded as a difficult aspect of language learning for teachers to help students with. Subsequently teachers encounter problems to engage students in such interaction where students actively use the target language to learn, discuss, share, argue or debate particular topic in particular cooperative context. To my own teaching practice, it is mostly the case that students mostly feel embarrassed to use the target language in discussion and get afraid to argue in debate class. Even they remind silent on almost the whole classes although various communicative techniques and participation grades have been applied.

To cope with the need of students' learning, structured academic controversy (Henceforth SAC) model can be applied as one of alternative

strategies. SAC is a discussion that helps the students to broaden and deepen understanding related to an issue, problem or topic. The use of well-organized SAC is asserted to trigger students' critical thinking, increase the quality of problem solving, decision making, and reasoning, and promote higher achievement (Johnson et al., 1996). Hence, this present paper is to introduce and explain SAC as a model of cooperative learning technique particularly to teach university students in EFL learning. Firstly, it highlights the nature of SAC and its potential educational benefits. Next, SAC process is presented and described comprehensibly. In what follows, it provides a model of EFL learning activity through SAC. All those issues are presented in the following sections respectively.

2. Discussion

2.1 Structured Academic Controversy Model: A Cooperative Way to Debate

Johnson et. al., (1996: 3) define SAC as the instructional use of intellectual conflict to promote higher achievement and increase the quality of problem solving, decision making, critical thinking, reasoning, interpersonal relationships, and psychological health and well being. It is a type of academic conflict that exists when one student's ideas, information, conclusions, theories, or opinions are incompatible with those of another and the two seek to reach an agreement (Johnson & Johnson, 1988). More operationally, the application of this technique involves a cooperative form of debate in which groups of four, divided into pairs, take turns representing two opposing views on an issue before attempting to reach a consensus on the issue (Jacobs, 2010).

The essential element of SAC procedures is that students work collaboratively to critically analyze each other's positions in an effort to identify the weaknesses and strengths of the opposing argument. They then make efforts to refute the opposing views while rebutting the attacks on their own position. In line with this process, students need to learn information being presented and understand the opposing group's perspectives. The opposing views and criticisms of the team's position leads to conceptual conflict and uncertainty. This may motivate an active search for more information in hopes of resolving the uncertainty. Indices of epistemic curiosity include an individual's actively searching for more information, seeking to understand opposing positions and rationales and attempting to view the situation from opposing perspectives.

The application of SAC results in more positive outcomes for students which include positive interdependence, face to face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing. For this reason, therefore, SAC is

also regarded as cooperative learning technique as some principles take place in cooperative context and they are as effort which may be expected to be more productive than competitive and individualistic efforts. Slavin (1990: 3) claims that cooperative learning, involving SAC, shares the idea that students work together to learn and responsible for their team-mate learning as well as their own. This idea is in line with SAC model in which it shares the criteria: a task for group completion, discussion and resolution, face to face interaction in small group, an atmosphere of cooperation and mutual helpfulness within each group and individual accountability.

From the discussion, it can be justified that SAC is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen & Kagan, 1992). Shortly, it can be said that SAC is a cooperative form of debate.

2.2 Critical Thinking through Structured Academic Controversy

Teachers, particularly who teach at university level, are aware of the importance of critical thinking skills as one of outcomes of student learning. It is believed that critical thinking skills help students learn optimally, facilitate them to improve their knowledge independently, as well as bring them succeed in the workplace. Hence, most teachers are encouraged to adapt or adopt various good teaching practices and arrange language instruction to provide students with the skills.

Primarily the literature on critical thinking has roots in two primary academic disciplines: philosophy and psychology (Lewis & Smith, 1993). From the philosophical tradition views, it is noted that critical thinking is a thinking that is goal-directed and purposive, “thinking aimed at forming a judgment,” where the thinking itself meets standards of adequacy and accuracy (Bailin et al., 1999: 287); or “judging in a reflective way what to do or what to believe” (Facione, 2000: 61). Meanwhile, from the cognitive psychological perspective, it is defined as “the use of those cognitive skills or strategies that increase the probability of a desirable outcome” (Halpern, 1998: 450); or “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” (Willingham, 2007: 8).

Critical thinking is as a part of the process of evaluating the evidence collected in problem solving or the results produced by thinking creatively (Crowl et al., 1997; Lewis & Smith, 1993). Critical thinking requires the component skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making

decisions or solving problems. Critical thinking involves both cognitive skills and dispositions. These dispositions, which can be seen as attitudes or habits of mind, include open- and fair-mindedness, inquisitiveness, flexibility, a propensity to seek reason, a desire to be well-informed, and a respect for and willingness to entertain diverse viewpoints (Lai, 2011).

To cope with the need of helping students to foster their learning and critical thinking, the application of SAC seems in line with the way students' thinking process and is potentially applied in the classroom. This may happen because when teachers structure the controversy, students are encouraged to rehearse orally the information or issue they are learning; advocate position; share and teach their knowledge to peers, analyze, critically evaluate, and rebut information; reason deductively; and synthesize and integrate information into factual and judgmental conclusions that are summarized into a joint position to which all sides can agree (Johnson & Johnson, 1988: 59). Therefore, teachers are demanded not only to transfer knowledge to students, but also to facilitate students and teach them to think about their own thinking processes as it is quoted by (Kauchak & Eggen, 1998). This effort seems crucial as students become aware of their thinking processes; they realize how their own personal makeup can play a role in how they make their choices and interpret situations (Jacobs, 1994).

Hence, SAC can encourage students' active participation in the classroom and trigger critical thinking. This justification is also in line with the idea stated by Kahneman et al. (1982) that with time and more experience in systematic thinking, individuals and groups can develop the principles to guide decision making. Providing students with opportunities to engage in SAC enables them to have their ideas and conclusions challenged by advocates of an opposing position. As it is noted by Duffy et al. (1998), collaborative problem solving, collaborative inquiry, and critical thinking involve building an argument for a position by considering evidence and counterarguments. They confirm that a critical thinker will develop a strong argument in defining and interpreting the problem, in developing and evaluating solutions, in developing a plan based on a selected solution, and in reflecting on the learning outcomes.

2.3 A Model of EFL Learning through Structured Academic Controversy

The model of SAC is dynamic that is fitted with the need of students in learning. Teachers may structure the process of SAC based on the level of students' proficiency, experience in learning, learning resources, as well as the subject matter being taught. This section attempts to provide a model of SAC in EFL context at university level.

a) Choosing the discussion topic

The first thing to do to present SAC is to choose interesting and challenging topics in the area of EFL contexts to discuss. The topics may be taken from some current contextual issues that students are familiar enough with in order that students have sufficient prior knowledge or ideas to be confronted. However, not all of the topics are manageable, easy to discuss, nor provide two-equal documented positions.

b) Preparing instructional materials

Teachers prepare materials needed for both two sides. They have to provide a summary of resources materials, bibliography, or assign pairs to browse in internet in order that each pair has broader understanding about the issue being advocated and provide adequate evidence for and elaboration of their arguments. More importantly, teachers should provide pairs with a clear description of the tasks, procedures of academic controversy, and collaborative skills to be used during each phase.

c) Structuring the controversy

To create successful academic controversy, teachers have to commit with the main principle requirements for promoting constructive controversy. Firstly, teachers should arrange a model of SAC that is going to implement or modify some stages of activities and explain the procedures clearly. Additionally, teachers have to structure learning activities and environment in cooperative situation by repositioning students' chairs in such cooperative forms, grouping them heterogeneously in ability level, sex, and personality and convincing them the ultimate purpose of learning with SAC that is to discuss and solve the issue cooperatively rather than to debate and solely seek the winner. Students are in free risk environment to learn, practice their language, and challenge each other's ideas and reasoning, but they should respect one another. Besides, teachers may give valuable ideas on how to manage the controversy in order that they can learn to value disagreements as important sources to learn new information and enhance their knowledge, not as personal attacks.

d) Conducting the activity of academic controversy.

After a series of activities above, teachers can engage students in academic controversy activities. Teachers give specific instructions and engage students into these five stages of SAC procedures as follows.

- Learning positions; the activity includes reading the materials supporting the assigned position, understanding the information by making lists on key concepts and plan a persuasive presentation.
- Presenting positions; Each pair takes turn to present the position forcefully and persuasively. When the pair presents the position, other

listens and learns the opposing position carefully by taking notes on important information or anything needed to clarify.

- Discussing the issue; after finishing off presentation, each pair then begins to argue the opposing position forcefully in turns. When the pair presents argumentation, the opposing pair listens attentively to prepare counter-arguments. And then the opposing pair presents counter-arguments by providing as many facts to support point of view. In turns, then the pair questions the opposing position's view point or asks to clarify some vague ideas and so on.
- Reversing perspective; it is a time to reflect the result of discussion. Each pair is assigned to reverse perspectives by organizing and presenting the opposing position as sincerely and forcefully as they can. It is needed to elaborate the position by relating it to other information that has been acquired.
- Reaching a decision; the last step is to sum up and synthesize the best arguments for both points of view. The pairs are assigned to make a report basing on the result of academic controversy.

The following table provides information how to plan academic controversy in a classroom hour.

<p>A. Pre-activities (15-20'):</p> <ul style="list-style-type: none"> ♦ Select issue to serve as focus of academic controversy. ♦ Forming the class into groups of two pairs (AA, BB). Assigning AA team to take the pro position; while BB takes con position. ♦ Stating the objectives, giving brief instruction towards the activities and tasks being assigned, and explaining the criteria of success.
<p>B. Main Activities (60-20):</p> <ul style="list-style-type: none"> ♦ Giving chances to pairs to read materials, discuss, and take a note of arguments for each position ♦ Asking AA to present arguments forcefully and persuasively in advance, and assigning BB to listen attentively, may not interrupt or question. ♦ In turn, BB present arguments to AA who listen but may not interrupt or question yet. ♦ Assigning both pairs to discuss the issue. AA present facts to support the position, question or argue with BB's position, while BB listen to the opposing pair's position attentively. ♦ In turns, BB support their viewpoint and then present counter arguments. (The step of discussing issue is intentionally repeated and structured depend on the time allotment and the need) ♦ Asking the teams to work in pair to reverse the roles and perspectives by organizing and presenting the opposing position as sincerely and forcefully as they can, then assigning the pairs to adopt important information from opposing position and elaborate their position by relating it to the information they have previously learned. ♦ Assigning pairs to reach decision. They are asked to work together to review the arguments and achieve a consensus position; AA represent their argumentation as before, and then followed by BB.
<p>C. Post instructional activities(10-15)</p> <ul style="list-style-type: none"> ♦ Providing any clarification on the terms or viewpoints that are vague or incomplete and giving feedback focused on content. ♦ Asking students to voluntarily sum up the result of discussion. ♦ Highlighting the process of present academic controversy and suggestion for next academic controversy. ♦ Leave taking

e). *providing clarification and feedback*

In order to reduce uncertainty about the correctness of students' point of views, it is suggested that teachers spend a couple of minutes to have clarification prior to terms or viewpoints that are vague or incomplete. Feedback focused on the content is essential for students. Hence, teachers may provide students with current information that is not coped with the discussion to enrich their knowledge. It is also essential to inform students the process of academic controversy they have done, how well the pairs conduct the activities, use their language, and perform in the discussion. These may give fruitful suggestion both students and teachers what skills need to improve and how to enhance the next controversy.

3. Concluding Remark

Engaging students in structured academic controversy enables them to have their own ideas and conclusions challenged by advocates of an opposing position. The conceptual conflict resulting from ACM promotes constructive and reflective activities. These make students are more aware of their learning and better able to develop particular topic or issue and their thinking skills to a wider variety of situations or evidence of their reasoning. This is because students are accustomed and motivated to develop a strong argument in defining and interpreting the problem, developing and evaluating solutions, developing a plan based on a selected solution, and reflecting on the learning outcomes. Hence, it can be justified that the application of SAC can encourage students' active participation in the classroom and trigger critical thinking. Since the application of SAC is fruitful and effective, therefore, teachers are suggested to use and develop this strategy in order that students are challenged and motivated to practice their English collaboratively as well as gain the optimum result on their achievement.

References

- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). "Conceptualizing critical thinking." *Journal of Curriculum Studies*, 31(3), 285–302.
- Crowl, T. K., Kaminsky, S., & Podell, D. M. (1997). *Educational psychology: Windows on teaching*. Madison, WI: Brown and Benchmark.
- Duffy, T. M., Dueber, B. & Hawley, C. L. (1998). Critical Thinking in a Distributed Environment: A Pedagogical Base for the Design of Conferencing Systems. In C. J. Bonk, & K.S. King (Eds.). *Electronic Collaborators* (pp. 51-78). New-Jerssy: Lawrence Erlbaum Associates.

- Facione, P. A. (2000). "The disposition toward critical thinking: Its character, measurement, and relation to critical thinking skill." *Informal Logic*, 20(1), 61–84.
- Halpern, D. F. (1998). "Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring." *American Psychologist*, 53(4), 449–455.
- Jacobs, S. S. (1994). Technical characteristics and some correlates of the California critical thinking skills test, forms a and b. (ERIC Document Reproduction Service No. ED 373 631)
- Jacobs, G. (2010). "Academic Controversy: a cooperative way to debate." *Intercultural Education*, Vol. 21, No. 3.
- Johnson, D.W. & Johnson, R.T. (1988). "Critical Thinking Through Structured Controversy." *Educational Leadership*, 45 (8), 58-64.
- Johnson, D.W., Johnson, R., & Smith, K.A. (1996). *Academic Controversy: Enriching Collage Instruction through Intellectual Conflict*. Washington, D.C: The George Washington University.
- Kahneman, D., Slovic, P., & Tversky, A. (Eds.). (1982). *Judgment under uncertainty: heuristics and biases*. Cambridge: Cambridge University Press.
- Kauchak, D. & Eggen, P. (1998). *Learning and Teaching: research based method*. Boston: Alyn & Bacon
- Lai, E.R. (2011). "Critical Thinking: A Literature Review." In Pearson (Ed.). *Pearson's Research Reports* (June ed., Vol. 6, pp. 1-49).
- Lewis, A., & Smith, D. (1993). Defining higher order thinking. *Theory into Practice*, 32(3),131-137.
- Olsen, R. E.WB & Kagan, S. (1992). *About Cooperative Learning in Carolyn Kessler (Ed). Cooperative Learning: A Teacher's Resource book 1-30*. New Jersey: Prentice Hall Inc.
- Slavin, R. E. (1990). *Cooperative Learning: Theory, Research and Practice*. Englewood Cliffs, New Jersey: Prentice Hall Inc.
- Willingham, D. T. (2007). "Critical thinking: Why is it so hard to teach?" *American Educator*, 8–19.

¹ ANDI SUSILO is an EFL lecturer at English Department-State College of Islamic Studies Ponorogo. He holds his BA and MA in English language Education from Jember University and Islamic University of Malang. His research interests include ELT Methodology, ESP and EFL/ESL Writing.

² RESTU MUFANTI is currently a lecturer of Muhammadiyah University of Ponorogo and has taught EFL at university level for a decade. She earns her BA and MA in Language Education from Jember University and State University of Surabaya consecutively. Her research interests are on ELT Methodology and EFL/ESL Speaking.

English Corner as an Independent Learning Resource: The Perception of Vocational School Students

Puji Sumarsono

University of Muhammadiyah Malang

puji.sumarsono@yahoo.co.id

ABSTRACT

Curriculum 2013 (K-13) is currently being implemented in Indonesia. In the structure and framework of K-13, it implicitly states that the degree of the importance of English is getting lower as it is no longer served as local content at primary school level, but it is set as an extracurricular activity. Furthermore, at secondary school level, the number of credits of English subject is decreased from 4 credits into 2 credits. However, parents and schools assume that in globalization era English is an important skill should students master. Therefore, schools provide an independent learning resource called English Corner (EC) which provides independent learning activities to help students learn English well. The aim of this paper is to explore the students' perception towards the use of EC so that the result could provide fruitful ideas for making use of EC maximally and achieve its goal to improve students' English skills. Qualitative research was applied to investigate the problem. It involved in-depth investigation through interview. The result indicated that the students have positive perception towards the use of EC since it provided novelty, an alternative learning resource, the materials are varied. Besides, the result of the study proposes fruitful ideas for making use of EC maximally.

Keywords: English Corner, independent learning resource, students' perception.

1. Introduction

Curriculum 2013 is currently being implemented. One of changes of the curriculum is the limited availability of English subject in most of all level of education such as in elementary school and senior high school. In the Structure and Framework of Curriculum 2013 designed by Ministry of Education and Culture (2013), it implicitly states that the degree of the importance of English is getting lower as it is no longer served as local content, but it is as an extracurricular activity in elementary school level. Furthermore, the number of credits of English subject in senior high school level includes vocational school is decreased into 2 credits.

This change is debatable. The proponents of this change argue that English should be limited to teach at schools since it can have negative effects in the use of Bahasa Indonesia among students. The

students likely do not understand how to use Bahasa Indonesia well. They frequently use Bahasa Indonesia in a wrong way and inappropriate manner, they are proud of English instead of their own language, Bahasa Indonesia. In addition to those bad facts, according to the evaluation in national examination for primary and secondary education, students' score in Bahasa Indonesia is lower than other subjects. Therefore, to keep Bahasa Indonesia as a part of Indonesian cultures, the credit of English should be limited and bahasa Indonesia should be increased.

However, those who disagree with this policy argue that in a globalization era, Indonesia will be an international market which is mainly as consumers instead of the producers. There will be about 10 billion Chinese migrate to Indonesia to work at all aspects of life such as education, culture, media, youth, tourism, etc. (Jakarta Greater, 2015)

In fact, English is now an international language which is mostly used by people around the world. It is an official language used by international organizations and multi-national companies. In addition, the implementation of ASEAN Community in the end of this year will force Indonesian to use English as daily language communication. If Indonesian people ignore those facts, they will be alienated in the international life.

This tight competition forces Indonesians to equip themselves with various skills. One of the crucial skills is communication skill which covers oral, written, and interpersonal communication. It contributes significantly towards the role of people as global citizens. Khattaq, et al. (2005) mention that communication can only take place when the people involving in the communication are supposedly at the same level of understanding and comprehension in the topic they are discussing about.

To facilitate the gap presented above, Sabilah et al. (2013) as the proponents then try to design a program to facilitate students to learn English independently that is English corner.

English corner was firstly introduced by church in the early of 1900s. It was used to help people learn religious more deeply. As it develops rapidly, the idea of English Corner then imitated as a media to help people learn English independently. English corner has lot of features according to its needs and the users. In China, for example, English Corner is mostly visited and utilized by workers who need to improve their English skills. They need it since the jobs that they are involving require them to master English well (Kellaway, 2012).

According to Sabilah et al. (2013), English Corner in SMK Muhammadiyah Kepanjen is created as a means of self-learning. It has a physical corner stand which consists of printed instructional materials include; module of speaking, listening, writing, reading, English-language magazine; English newspapers; supporting media includes charts, domino cards (domino cards and instruction sheet), puzzles (puzzles, instruction sheets, and boards), posters, and worksheets.

The module is according to the students' competence, attractive, able to be studied in a sustainable manner, and able to be applied in the daily life of students. To compile the module, a teacher has performed material preparation workshop begins with a review of the literature on material prepared by the teachers of the appropriate expertise. It discusses the introduction of the concept of self-learning, the purpose and benefits of English Corner, the source and medium of learning as well as details of the teaching materials will be developed.

Meanwhile, non-printed instructional materials cover audio, video instructional materials, and Computer Assisted Instruction (CAI). They are all in form of interactive learning CDs. Interactive learning CDs consist of independent learning activities with the topics such as; Job Interview; Story telling: Brer Rabbit; Animated movie; Pollution; Song; Short drama; Movie.

However, the use of the English Corner has not been evaluated well so that the students get difficulties in utilizing the English Corner. Here are the road map of research about EC which tells about the position of this current research and some other previous researches related.

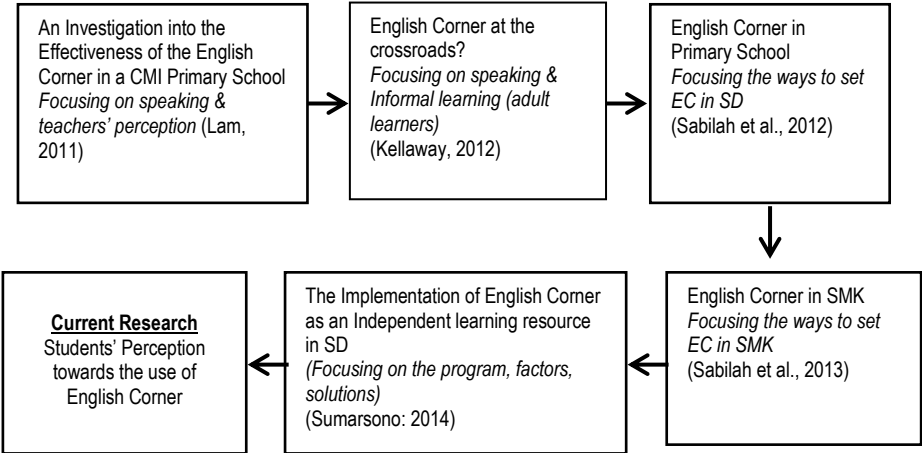


Figure 1. Roadmap of Research on English Corner

2. Research Objectives

Based on the background of the study above, this study aims to explore the students' perception towards the use of English Corner as an independent learning resource at SMK Muhammadiyah 1 Kapanjen.

3. Methods

The researcher chose to use a qualitative research design. The instrument used to apply in-depth investigation of fact was interview. He applied purposive sampling in which the informants were those who visited English Corner at SMK Muhammadiyah 1 Kepanjen. Among 167 visitors, 6 informants were interviewed since they often visit EC.

4. Finding and Discussion

Based on the data analysis obtained from the interview, it was found that students had positive perception towards the use of English Corner as an independent learning resource at SMK Muhammadiyah Malang. They argue that as an independent learning resource, EC provides novelty; an alternative learning resource; the materials are varied, but some need updating.

4.1 EC Provides Novelty

Students argue that “English Corner (EC) in our school is good and something new”. The term *new* provides two meanings; new means that physically the EC with its embedded activities has never been available in that school, another *new* means that the idea of EC has never been found at any school. In fact, based on some studies it was found that EC has been applied in some ways as it was used by church to educate their followers as well as to promote church’s values. Furthermore, it has been provided as a learning resource for everybody especially workers to study English independently in China. However, the idea of EC with its embedded activities as a learning resources to study English independently in Indonesian’s schools presents novelty ideas and product.

According to Bates (2015), interesting teaching learning media and learning resource should consider novelty aspects. Novelty, authenticity and originality may attract students interest since they have already the same thing at schools which may lead them to boredom. The same things repeat for many times will create students’ boredom. Thus, the students’ opinion about the novelty of EC as a media of teaching and learning of English independently is inevitable for them.

4.2 An Alternative Learning Resource

At the first time Curriculum 2013 was implemented at SMK Muhammadiyah 1 Kepanjen, the students disagree as the credit of English subject was decreased from 4 credits into 2 credits every week. This disagreement and disappointment is presented in the following argument:

“It is not necessary to decrease the credit since it will limit our chances to study English. So far we have learned English for 4 credits a week, however, we still cannot master English well. We cannot imagine if it is only for two credits a week”

However, the school had to implement 2013 Curriculum as a part of Ministry of Education and Culture policy. This situation creates dilemma—in one hand school should implement the policy of decreasing the credit of English subject (fact), on the other hand the school assumes that English is still important subject to teach more frequently (idea)— for schools, students, parents and every involved single party related to this issue.

Hence, the presence of EC seems to give a smart solution towards a gap between the fact and the idea. Students could still have chances to study and improve their English although their school only provides 2 credits a week. This is based on the quoted interview with a student:

“Yes, I do. EC helps us to learn English out of classes more independently but the materials are limited and we need a teacher to guide us learn English independently in EC”

As an alternative resource which provides English learning activities, EC, however, cannot substitute the role of teacher as well as the role of English subject in stipulated

curriculum. There may be some considerations—internal and external factor—regarding this fact.

For the internal factor, teaching learning activities have been experienced by the students and teachers for many decades are mainly teacher-centered as students depend a lot on the teacher's presence to guide them. Although Curriculum 2013 emphasizes on the student-centered approach, the shift from teacher-centered into student-centered needs more time, spaces, and practices to be successful because changing attitudes as a product of habits is more difficult than changing something physically like changing the school building and seating arrangement. Besides, teacher-centered tends to promote a spoiled learning activities for students which mostly they like because it does not demand students a lot but it demands teachers work hard to transfer and provide knowledge to their students.

This shift from teacher-centered into students-centered made the students experience cultural shock—feeling of anxiety which happens to someone when he moves to a different culture. According to Davidson (2009), there are 5 stages of culture shock which is developed from Lysgaard (1955), they are honeymoon stage; distress (disorientation/disintegration) stage; re-integration stage; autonomy/ adjustment or integration stage; independence (or biculturality) stage.

The culture shock experienced by students in learning English using EC as an independent learning are identified as follow. First, in honeymoon stages, students feel excitement and fascination with a new learning culture of EC since they never know and experience it before. EC is something big and amazing because they got a new concept of learning English Second, in a distress stage, their excitement has turned to disappointment because they start finding difficulty in EC. In re-integration or adjustment stage they begin to accept the way EC works. In the last stage, independence stage, they can learn by themselves using EC. However, not all students are able to achieve the last step as when they found a difficulty they left EC and never visited EC again.

Meanwhile, teachers-centered which demands teacher's presence to guide students learn is brought about by some external factors of students. For example, not all answer keys in module are clear and understandable for students. In speaking module, for example, students get difficulty in assessing their achievement after completing speaking activities because students did not find exact answer and they should interpret the answer by themselves. They sometimes need further explanation, therefore, teacher's presence is critical since teacher is the one who should explain about the answer. In addition to unclear answer key, students cannot do exercises in module and worksheet because sometimes they do not understand the instruction. Hence, the teacher needs to accompany them.

In contrast, according to DeLong (2009), the role of teacher in independent learning is a strategic role that is only guides students to set their learning objectives, to identify their learning style, to choose appropriate resource, and to facilitate assessment. Teachers do not need to guide every single activity students do. It can be identified in the following table.

Table 1. Activities to Structured Learning Mapped to Student and Teacher Responsibilities (DeLong: 2009)

Activities to Structure Learning	Student\Learner	Teacher
Diagnose Needs	Understand own values	Help student ID Values
Set Objectives	Describe learning outcomes	Help student ID potential learning outcomes
Identify learning resources	ID preferred learning style	Help student determine their learning style. Know your teaching style
Use resources	Choose appropriate resources	Help student ID resources
Assess learning	Provide honest assessment	Facilitate assessment process

Regarding the fact above, as the EC as an independent learning resource is a new concept for the students, in the initial step teacher needs to guide every activity students do. The teacher then gradually can let students learn by themselves and implement the role of teacher in independent learning as DeLong (2009) suggests.

4.3 The Materials Are Varied, But some Need Updating

Students are delighted with materials available in EC. The materials are varied which cover all skills (reading, speaking, listening, and writing) and components of English (grammar, vocabulary, and phonology). They are in form of printed and non printed materials.

Among 13 kinds of learning materials both printed and non-printed materials, students are really satisfied with 10 materials such as; speaking module, reading module, writing module, listening module, charts, puzzles, domino cards, posters and worksheets. While, students are not satisfied with 3 of them such as English-language magazine, English newspapers, and Computer Assisted Instruction (CAI). The disappointment towards the English-language magazine and English newspapers is based on the fact that the providers (schools and its partner) never update them. In addition, CAI as non-printed material is not satisfying because the computer as a media to access the materials is broken and cannot be operated.

In contrast, CAI is a learning resource closely related to students who are characteristically digital native. They do like with CAI because it is their world and many things are available there. According to Oblinger (in Simoes & Aguiar: 2011), digital native students are always connected via mobile phone or computer and are good in visual communication, retaining pictures and video better than text. Therefore, to provide effective and efficient learning resource, the providers should consider improving the quality of CAI and its equipment (software and hardware).

Although students disappointed with non-printed material in form of CAI, they do like some other materials such as domino cards and puzzles. They usually used them to play game to refresh their mind after having classes in the whole day. Regarding this fact, it needs to improve the number of materials which contain games.

5. Conclusion

Based on the findings and discussion above, it can conclude that the students' perception towards the use of English Corner as an independent learning resource at SMK Muhammadiyah 1 Kepanjen is good as it provides novelty, an alternative learning resource, the materials are varied. However, the providers of EC should aware of the students learning style which is still teacher-centered. Hence, in the initial step they need to guide students to utilize EC. To attract more students visit and utilize EC, the materials should be updated.

References

- Bates, T. (2015). *Networking (and Novelty) as criteria for media selection*. Retrieved from <http://www.tonybates.ca/2015/01/26/networking-and-novelty-as-criteria-for-media-selection/>
- Davidson, M. (2009). *Culture Shock, Learning Shock and Re-entry Shock*. The University of Nottingham. Accessed from www.nottingham.ac.uk/pesl/internationalisation
- DeLong, S. (2009). *Teaching Methods to Encourage Independent Learning and Thinking*. Unpublished Thesis of United States Military Academy. New york.
- Jakartagreater (2015). Available at <http://jakartagreater.com/pertukaran-10-juta-warga-ri-china/>.
- Kellaway, D.A. (2013) "English Corner: At the Crossroads?", *International Journal of Social Science and Humanity*, 3 (2): 191-195.
- Khattak, H. R., Yaqoob, S., & Basri, R. (2003). *Communication Skills Module. Learning Innovation Division National*, 11.
- Lam, Hoi-ting. (2011) *An Investigation into the Effectiveness of the English Corner in a CMI Primary School Focusing on speaking & teachers' perception*. Available at <http://hdl.handle.net/10722/177251>
- Sabilah, F., Sumarsono, P., & Maro, R. (2012). *English Corner in SD Muhammadiyah 8 Dau. UMM. Unpublished Community Service Report*.
- Sabilah, F., Sumarsono, P., & Lestiono, R. (2013). *IBM Sarana Belajar "English Corner" Sebagai Upaya Perwujudan SMK/SMKN RSBI Menjadi SBI di Kota/Kabupaten Malang*. UMM. Unpublished research report.
- Simoes, J. & Aguiar, A. (2011). *Schools.com: A social and collaborative Learning Environment for K-6. 3rd International Conference on Education and New Learning Technologies*. pp. 2441-2450. Barcelona (Spain), 4th-6th July, 2011.

Sumarsono, P. 2014. Restructuring English Curriculum: The Implementation of English Corner (EC) in SD Muhammadiyah 8 DAU Malang. *The 61st Teflin International Conference 2014*. (pp. 661-669). Solo, 7-9 October 2014.

Biodata

SUMARSONO Puji is a lecturer of English Education Department, University of Muhammadiyah Malang. In addition to teaching, he serves as an educational consultant in Voxcon. He writes several English for Specific (ESP) books. His articles are published in various newspapers and also journals such as *International Journal of English and Education*, *Journal of Culture*, *English Language Teaching, Literature and Linguistic (CELTIC)*, *Jurnal Kebijakan dan Pengembangan Pendidikan*. His areas of professional interests are ELT, language policy, and education.

THE CAPABILITY OF THE SEVENTH SEMESTER STUDENTS OF THE DEPARTMENT OF ENGLISH TEACHING IKIP PGRI MADIUN IN TRANSLATING IDIOMATIC EXPRESSIONS

Yuli Kuswardani

*The Faculty of Letters and Arts Education IKIP PGRI Madiun
Email: ikuswardaniae@gmail.com*

Abstract

The goal of this research is to expose the outcome of the idiom translation of the students. This research employs descriptive qualitative method, purposive sampling, and a deep interview. It is found out that the capability of the students in translating idioms is different. The capability of the students in translating idiom is influenced by translating experiences and the effectiveness of translation tools' usage.

Keywords: capability, idiomatic expressions, translation

1. Introduction

Among the difficulties arising in translating, the very complicated one is the difficulties related to culture, including translating idiomatic expressions. The idiomatic lexicon of one language is different from others because idioms are typical of one language and this peculiarity is specific to one language. Smith (in Fernando, 1996:18) says that "*idioms are forms of expression, of grammatical construction, or of phrasing, which are peculiar to a people or a nation*". This difference is closely related to the culture of the language users. Any nation has its way of perceiving and expressing something and its way is influenced with the geographical environment and the way of living. According to Baker (1992: 21), the cultural diversity is resulted by the difference in geography, belief, custom, knowledge, food and technology used in each country. For example, the idiom *feel like a million buck* which is translated into *seperti mendapat durian runtuh*. When both idioms are analyzed by considering the forming elements, it turns out that both have different meaning. However, both idioms are considered good equivalence, due to their relation to each culture, the translation must take into account the cultural elements of each.

The western culture regards money an important thing. Therefore, western people use money to express the getting joy. On the other hand, most Indonesians are farmers, that is why their expressions involve nature words. In Indonesian society, *durian* has big value, therefore it is involved in the idiomatic lexicon to express the joy of getting great luck. Very often a translator gets into big trouble in finding the equivalence expression of the target language. Such expression as *built-in cupboard*

is really hard to find the equivalence that a paraphrase like *dibuat sebagai bagian dari struktur suatu benda dan tidak dapat dilepaskan atau dipindahkan* has to be used in the translation (Sri Samiati Tarjana, 2001: 5).

Idioms are heavily furnished with cultural load, therefore a translator has to take into account the cultural context of both source and target language in translating idioms. McGuire (1991: 23) says that, "*The translation of idioms takes us a stage further in considering the question of meaning and translation, for idioms, are culture bound*". This idea is strengthened by Nida and Reyburn (1981:64) who say, "*as much as idioms tend to be reflections of highly specific cultural features, they are very likely to cause complications in translation*".

English and Indonesian have big difference in both their origin and the development therefore it is normal if both languages have different idiomatic lexicon which results in the emerging difficulties in translating idioms from English into Indonesian

The difficulties faced by translators in translating idioms from English to Indonesian among others: how to translate the idioms, how to recognize and understand the meaning, how to find the correct equivalence in Indonesian. Before coming to finding of the equivalence, they also have to face a difficulty: when there is no appropriate equivalence due to cultural difference of both languages.

As an important language in science development, English has a rich idiomatic lexicon. In its development, English absorbed idioms into its lexicon. Based on this thought, the researcher assumes that more attention must be paid to idioms in translation. According to Curry (1996:3) for English learners, studying idioms is an important aspect in mastering the language, especially American English. The American is used to employing idioms in daily talks, this makes idioms become crucial part in American English. Facts show that idioms worth getting big attention. Based on his teaching experience, Lado (1989:1) says his experience in giving private lesson for years to students and foreign companies indicates one of main difficulties for English learners is idiomatic expressions. This is because so many idiomatic expressions in modern English, and the lack of books about idioms which have been translated into Indonesian. Translation, an activity with language, will never be free from idioms, since idioms are build-in part of a language. Idioms are used for supporting and enriching language. Therefore it is very crucial to discuss idiom as a subject of a translation research. This thought pushes forward the writer to discuss idiom in translating English to Indonesian.

2. Research Method

The study is qualitative descriptive using primary and secondary data. Primary data is the result of idiom translation and interview with the students. Secondary data is theories or information supporting the analysis. The texts being translated are in the form of literature, economy, and medical texts. The researcher analyzes the data using interactive analysis model consists of data reduction, data display, conclusion and verification.

3. Finding and Discussion

3.1 Research Finding

How far the equivalence of data is evaluated by analysing the accuracy of meaning of the English which is translated into Indonesian based on the context. The result of the analysis is then classified into AE/Appropriate Equivalence, LE/Less Appropriate, IE/Inappropriate Equivalence, UI/Untranslatable Idiom.

a. Student A

The translating result of idioms of student A is shown in table 1 as follows:

Table 1: The translating result of idioms of student A

Text	N	Students A			
		AE	LE	IE	UI
Literature	24	11	9	4	-
Medical	8	5	2	1	-
Economy I	5	4	1	-	-
Economy II	9	2	5	2	-
Total	46	22	17	7	-
Percentage	100%	47,8%	37%	15,2%	0%
Competence on translating idiom	Less good (47,8%)				

The following is discussed some example of idiom translation produced by student A

(1) A/ Lit. 95: 4/ 08/ AE

The odour of Christmas being on the wind, it was the season when superfluous pork and black puddings are suggestive of charity in well-to-do families; and Silas's misfortune had brought him uppermost in the memory of housekeepers like Mrs Osgood, Mr Crackenthorp, too, while he admonished Silas that his money had probably been taken from him because he thought too much of it,

and never came to church, enforced the doctrine by a present of pigs' pettitoes, well calculated to dissipate unfounded prejudices against the clerical character.

(**well-to-do** = **kaya**)

The source language idiom **well-to-do** is translated by student A as '**kaya**'. Students A uses nonidiom equivalence. Although the source language idiom is translated into nonidiom equivalence, the translation is correct because the meaning of nonidiom target-language is the same as the source-language idiom.

(2) A/ Lit. 108: 1/ 24/ LE

"Hold your tongue, and don't worry me. I can see Nancy's eyes, just as they will look at me, and feel her hand in mine already."

(**Hold your tongue** = **Jangan bicara**)

Appropriate equivalence = **Tutup mulutmu**

In the source text above, the idiom *Hold your tongue* has primary meaning '**diam dan menahan untuk tidak mengatakan kata-kata yang kurang sopan**'. Student A translates the idiom arbitrarily but contextually inaccurate, to be '**jangan bicara**'. Idiom translation of source language is contextually inaccurate because the translation lack of emotional quality existed in the source idiom. In the source language, idiom '**Hold your tongue**' expresses anger. Therefore the idiom better translated into '**tutup mulutmu**' so that the emotive effect is the same as in idiom of the source language. Accordingly the communicative value is equivalent with the idiom of the source text.

b. Student B

The translation produced by student B is shown in Table 2 as follows:

Table 2. The translating result of idioms of student B

Text	N	Student B			
		AE	LE	IE	UI
Literature	48	21	9	8	10
Medical	4	-	-	-	4
Economy I	6	3	1	2	-
Economy II	9	3	2	3	1
Total	67	27	12	13	15
Percentage	100%	40,3%	17,9%	19,4%	22,4%
Competence on translating idiom		Less good (40,3%)			

The following is discussed example of idiom translation produced by student B:

(1) B/ Lit. 92: 12/ 01/ AE

*But either because inquiry was too slow-footed to overtake him, or because the description applied to so many pedlars that inquiry did not know how to choose among them, weeks **passed away**, and there was no other result concerning the robbery than a gradual cessation of the excitement it had caused in Raveloe.*

(passed away = berlalu)

In the source text above, idiom '**passed away**' means '**berlalu**' by the context. Translator B translates the idiom correctly. Although source language idiom is translated into nonidiom equivalence, but the translation is correct because the meaning of nonidiom target-language is the same as the source-language idiom.

(2) B/ Lit. 94: 5/ 08/ LE

*To any one who had observed him before he lost his gold, it might have seemed that so withered and shrunken a life as his could hardly be susceptible of a bruise, could hardly endure any subtraction but such as would put an end to it altogether. But in reality it had been an eager life, filled with immediate purpose, which fenced him in from the wide, cheerless unknown. It had been a clinging life; and though the object round which its fibres had clung was a dead disrupted thing, it satisfied the need for clinging. But now the fence was **broken down**-the support was snatched away*

(broken down = hancur/robok)

Appropriate equivalence = **dibongkar**

Primary meaning of the idiom '**broken down**' is '**rusak**' but in the context of source language above, the meaning is '**dibongkar**'. Student B translates idiom of the source text to be '**hancur/robok**'. The translation produced by student B inequivalent with the context of idiom '**broken down**' in the source text. With this translation, the message of idiom of source text cannot be conveyed appropriately due to the meaning shift. Viewed from the context, the idiom '**broken down**' above bears some meaning elements of '**dirusak/diceraikan bagian-bagiannya dengan paksa**' and '**perbuatan yang sengaja dilakukan oleh orang lain**', whereas '**hancur/robok**' means '**binasa, rusak, runtuh dengan sendirinya/tidak dilakukan dengan sengaja oleh seseorang atau orang lain**'. Idiom '**broken down**' will more appropriate if it is translated to be '**dibongkar**' because this meaning is equivalent with the meaning of the idiom in the source text.

(3) B/ Lit. 95- 34/ 17/ UI

*"Come, Master Marner, why, you've no call to **sit-a-moaning**. You're a deal better off to ha' lost your money, nor to ha' kep it by foul means.*

(sit-a-moaning = UI)

Appropriate equivalence = **mengeluhan**

In the context of the source language above, idiom '**sit-a-moaning**', means '**mengeluhkan**'. Student B does not translate this idiom because he is unable to interpret the meaning of this idiom, therefore he cannot translate it to the target language correctly.

c. Student C

The translation produced by student C is shown in Table 3 as follows:

Table 2. The translating result of idioms of student C

Text	N	Student C			
		AE	LE	IE	UI
Literature	58	47	7	4	-
Medical	8	7	-	1	-
Economy I	7	7	-	-	-
Economy II	9	8	-	1	-
Total	82	69	7	6	-
Percentage	100%	84,1%	8,6%	7,3%	0%
Competence on translating idiom		Good (84,1%)			

The following is discussed some examples of idiom translation produced by student C:

(1) C/ Lit. 97: 1/ 26/ AE

*He had a sense that the old man meant to be goodnatured and neighbourly; but the kindness **fell on** him as sunshine falls on the wretched-he had no heart to taste it, and felt that it was very far off him.*

(fell on = menyertai)

Idiom '**fell on**' is translated by translator C to be '**menyertai**'. This translation is appropriate because the meaning of idiom is equivalent to contextual meaning of source language. '**menyertai**' is the appropriate idiom of '**fell on**' the meanings of those are the same.

(2) C/ Lit. 93: 13/ 06/ LE

*When the robbery was **talked of** at the Rainbow and elsewhere, in good company, the balance continued to waver between the rational explanation founded on the tinder-box, and the theory of an impenetrable mystery that mocked investigation.*

(talked of = dinyatakan)

Appropriate equivalence = **diperbincangkan**.

Idiom '**talked of**' is translated by translator C to be '**dinyatakan**'. This translation is inappropriate because the meaning is not equivalent to contextual meaning where this idiom is used in the source language. '**Dinyatakan**' means '**dikatakan**', while the meaning of idiom '**talked of**' in the above context is '**dibicarakan**', '**dipercakapkan** atau **dijadikan**

bahan percakapan'. Therefore this translation is inappropriate because the idiomatic meaning in the source text is not conveyed to the target language correctly. The meaning of idiom '**talked of**' is conveyed correctly by the context if it is translated to be '**diperbincangkan**'

3.2. Discussion

The factor which influences the competency of student in translating idiom is how long he experiences to be a translator. From the interview with the students, it turns out that each student has different working period in translation. Student A has become a translator for two years, while student B for one year. Student C has experienced a translator job for the longest time among the three, that is for three years. The length they get involved in translating job as a part timer influences their competence in translating idioms. The longer they become translator, the more often they practice translating, therefore they get more experience accordingly. From the experience, many things can be learnt, and this is very useful for enriching their knowledge in translation.

Soemarno (1988: 33) says, "*Keberhasilan seorang penerjemah juga ditentukan oleh pengalaman yang cukup dalam praktik penerjemahan.*" Moreover, Soemarno (1988: 65-66) also says that the competency in translating appropriately cannot be gained in relatively short time. The competency is gained through a long term process and only can be gained through several steps of development. This statement of Sumarno is closely related to some finding in his research, he studied the relation between the length of learning in translation, gender, English competence, and types of translation mistake in translating English into Indonesian.

The effectiveness in using dictionary also provides factors which influence the result of translating idiom by student. The findings in this research indicate that the use of dictionary more effectively by student C has helped him produce idiom translation which has higher equivalence as compared to the work of student A and B. In his research, Nababan (2004: 215-2016) gets the fact that most of professional translators who became the subject of his research admitted the benefit of using dictionary in translation.

This statement is in accordance with the thought of Wojowasito (2003: 127) who proposes the importance of dictionary for translating activity. He says: "*Kamus dan kegiatan penerjemahan merupakan dua hal yang tidak terpisahkan antara satu dengan yang lainnya.*" Researcher agrees with the thought of Wojowasito. When translator translates some text and gets a difficulty in finding equivalence word, then the first step to do is to consult dictionary to find out the equivalence word. This way, dictionary becomes a tool to find the equivalence of the source language word he wants to know.

The following is the thought of Sri Samiati Tarjana (2001: 24), about the importance of the use of dictionary for a translator to overcome the difficulties in translating idioms, that is by using monolingual and bilingual dictionary, she says:

“...translators in Indonesia are challenged to improve themselves to become professionals in the field. This is only possible through constant practice, namely by continuously attempting to carry out translation works. By doing so, they are forced to look up the meanings of idioms in monolingual and bilingual dictionaries, to check references about English and Indonesian idioms, and to consult with the native speakers whenever available.”

This skill in using dictionary must be completely mastered by a translator. This is of course must be practiced continually, that is by actively using dictionary in translating activity. This in its turn should help him produce good translation.

4. Conclusion

Referring to the result of the analysis, the capability of the students in translating idioms is influenced by the students' experiences to be translators and the use of dictionary.

References

- Baker, Mona. (1995). *In Other Words*. London: Routledge.
- Curry, Dean. *Idioms 2*. (Edisi terjemahan oleh Angela Widowati) Jakarta: Gramedia Pustaka Utama.
- Fernando, Chitra. (1996). *Idiom and Idiomaticity*. New York: Oxford University Press.
- Lado, M.J. (1989). *Ungkapan Kata Kerja dan Idiom*. Jakarta: Airlangga.
- McGuire, Susan Bassnett. (1991). *Translation Studies*. London: Routledge.
- Nababan, M.R. (2004). *Translation Processes, Practices, and Products of Professional Indonesian Translators*. Unpublished Dissertation. Wellington: Victoria University of Wellington.
- Nida, Eugene A. & William D. Reymann. (1981). *Meaning Across Cultures*. New York: Orbis Book
- Soemarno. (1988). *Hubungan antara Lama Belajar dalam Bidang Penerjemahan, Jenis Kelamin, Kemampuan Berbahasa Inggris dan Tipe-Tipe Kesilapan Terjemahan dari Bahasa Inggris ke dalam Bahasa Indonesia*. Disertasi. Malang: FPS-IKIP Malang.

- Sri Samiati Tarjana. (2001). *English Idiomatic Expressions and Some Problems of Translating Them into Indonesian*. Jurnal Bahasa, Sastra, dan Studi Amerika Volume 4, Nomor 5, September, UNS Surakarta.
- Wojowasito, T. (2003). *Perihal Kata yang Tidak Mendapatkan Padanan yang Tepat dan Kesulitan Menyusun Sebuah Kamus Dwibahasa Prancis-Indonesia*. Makalah dalam Kongres Nasional Penerjemahan 15-16 September di Solo.

Biodata

Yuli Kuswardani was born in Ngawi, July 23th 1974. She completed her Undergraduate-Degree in English Language and Literature Studies of Universitas Negeri Jember in 1999, and Graduate Degree in Linguistics (Translation) Universitas Negeri Sebelas Maret Surakarta in 2007. Now, she is a lecturer of the Department of English Teaching, The Faculty of Letters and Arts Education, IKIP PGRI Madiun.

Fostering Students' Active Learning in Speaking Class through Project-Based Learning

Hartia Novianti

College for Teacher Training and Education "STKIP PGRI", Jombang, East Java
hartiakristiawan@gmail.com

Abstract

This paper addresses the issue of L2 teaching speaking to ESL students by fostering their active learning through project based learning. Project based learning employed in classrooms where teachers support students by giving sufficient guidance and feedback. The students drive the inquiry, engage in research and discovery, and collaborate effectively with teammates to deliver the final work product. The teacher provides initial direction and acts as a facilitator along the way (?). This learning approach is considered helpful for fostering students' active learning. The steps in implementing of Project-Based learning that fosters students' critical thinking in TEFL class as follows: (1) discussing the materials about Speaking Class (2) working with the group to construct scenario of ways on speaking practice (3) practicing the scenario (4) recording the speaking practice into video and (5) evaluating the video product. This research aimed at developing strategy of teaching speaking by implementing Project based learning to improve *speaking skill in the second Semester of English Department of STKIP PGRI Jombang*. To achieve the purpose, the researcher conducted action research. The result was indicated by the increase of students' average speaking scores from 65 in preliminary study, 73 in the first cycle and 82 in the second cycle. Besides, the results of the study showed that project based learning is considered to be appropriate strategy to give students the same amount of chance in practicing their speaking skill and to pay attention in creating a learning situation.

Keywords : Active Learning, Teaching Speaking, Project Based Learning

1. Introduction

Speaking ability is an activity to produce utterances in oral communication. This activity is involving two or more people in which both hearers and speakers have to react and contribute intentionally so that intended messages are shared. As speaking skill is a productive skill. Students cannot learn to speak without speaking. The students who want to develop their oral communication of English must practice English more and use English in real communication. This paper converse how students can practice their oral communication in order to have good skill in speaking English.

Speaking an effective oral communication required the ability to use the language appropriately in social interaction. Speaking was the

process of building and shared meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The statement above waste practice speaking someone could do with describe anything else, and someone could do conversation with other people, so someone would be active speaker.

Preliminary study at the second semester students of English department of STKIP PGRI JOMBANG shows that teaching learning process in Speaking class had some troubles, especially in speaking activities. Most students tend to be passive difficult to express the idea when the lecturer asked them about the material because they do not know what to say or they do not understand. Facing such problems, the researcher as the lecturer, assumed that there is an appropriate strategy to improve students' speaking skills. The strategy is Project Based Learning.

Project based learning is a dynamic approach in language teaching in which students explore real-world problems and challenges, and simultaneously develop cross-curriculum skills while working in small collaborative groups. It inspires students to obtain a deeper knowledge of the subjects they're studying because project-based learning is filled with active and engaged learning.

2. Literature Review

The goal of teaching speaking skills is to communicate efficiently. Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason it is necessary for lecturer to have clear understanding involved in speech.

Many students regard speaking skill as the measurement of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Therefore students need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, lecturers help their students develop this body of knowledge by providing authentic

practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Some components of language proficiency used as indicators of student' speaking ability in this research are:

1. **Pronunciation** is very important in teaching learning a spoken language. In the sense of language communication in English as a foreign language teaching is to take up the problem of pronunciation. The English teachers have to effort the students to have good pronunciation as well as possible. (Harmer, 1991: 21)

2. **Grammar**, Grammar is important in learning teaching English. Because by using right and good grammar, our spoken will be easier to be understood by another people. As the good users of language, we have to effort to master the grammar in order our spoken is better than before. Grammar teaching sometimes happens as a result of other work the students are doing-for example, when they study language in a text they have been reading or listening to, or when a grammar problems presents itself unexpectedly in the middle of a lesson and we feel we have to deal with it on the spot. Grammar teaching may grow directly from the tasks students are performing or have just performed as part of focus-on-form approach. (Harmer, 2007:210)

3. **Vocabulary**,In some cases, the students may not be confident to speak English because they are poor in vocabulary. Because the students seldom hear English except their book and the teacher also seldom reads English except in his or her textbook and never expects to use much English outside the classroom. It is very important to improve the students' ability of vocabulary knowledge is dealing with their oral English proficiency.

4. **Fluency**,In language lessons, the students need to spend the time on becoming accured and need practice the language fluently. It is important to give the students chance to practice speaking fluently with on emphasis on fluency and accuracy. The ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language 'on the spot' (Harmer, 2003: 269) It is very clear that if person can speak fluently, they will get success in society.

2.1 Project-Based Learning as active learning

Students engaged in project-based learning (PBL) activities "work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary" (McGrath, 2003). Project-based learning is a component of an inquiry-based approach to learning. In this approach, students create knowledge and understanding through learning activities built around intellectual inquiry and a high degree of

engagement with meaningful tasks. Within the context of this inquiry-based approach, projects take the role traditionally afforded to assessments such as tests and quizzes. Projects are designed to allow students with a variety of different learning styles to demonstrate their acquired knowledge. Therefore, a well designed project-based learning activity is one which addresses different student learning styles and which does not assume that all students can demonstrate their knowledge in a single, standard, way.

These are the steps of implementing Project Based Learning: (1) discussing the materials about Speaking Class (2) working with the group to construct scenario of ways on speaking practice (3) practicing the scenario (4) recording the speaking practice into video and (5) evaluating the video product.

3. Research Method

The aim of implementing Project Based Learning is to improve students' speaking skill. Thus, Classroom Action Research (CAR) is the best research method to investigate how Project based learning can be the best strategy to improve the students' speaking skill. CAR a research method used to solve classroom problem, which means that a classroom practice that can still be developed in resulting better learning achievement of the students (Latief, 2011: 147).

3.1 Planning

Planning was activities of doing preliminary study, planning strategy, and arranging criteria of success. The subjects were 25 students at second semester of English Department. After finding problems, the lecturer choose Project Based Learning as the solution.

The lesson plans are designed with the purpose of providing the lecturer with guidelines of teaching and learning activities. The material was use is about daily issue in their live such as education, hobby and film.

The criteria of success were used to find out the students' improvement after the implementation of a strategy. For this paper, the criteria of success were students' achievement and students' participation. Furthermore, the action research considered successful if their speaking score was passing minimum passing grade was 65 and students' participation was above 50%.

3.2 Acting

Implementation the action was the researcher focuses on how to implement the technique in learning activities. The implementation of the action was done in 2 cycles.

3.3 Observing

Observation was used to know how the technique was applied in the action, whether it can solve the problem or not. According to Cohen, observational data are attractive as they afford the researcher opportunity to gather “live” data from “live” situations (2000: 306). This research involve test, observation checklist, questionnaire, and interview.

3.4 Reflecting

The researcher reflected the data based on the criteria of success that has been considered before. It is important because this section will determine the research will be continued or will be stopped.

4. Finding and Discussion

4.1 Findings

4.1.1 Findings in Cycle 1

This cycle was done on April, 21th 2015 to April, 22nd 2015. The data collected were students' achievement and students' participation. Students' achievement was from test. It was used to measure students' proficiency in speaking. Speaking test was done on April, 22th 2015. The result was indicated by the increase of students' average speaking scores from 65 in preliminary study, 73 in the first cycle .

The lecturer knew that most of students have good attention to follow the teacher's instruction although sometimes they lose their concentrations and they still feel afraid of making an answer in English word, the lecturer had provided another stimulus to reach the students' enthusiasm by asking about the examples of words around them. By keeping this question to students, For instance, the teacher encouraged the students to mention many kinds of daily issue in their life. The issue were always published everywhere even easily found around the people lives so that the students were asked to mention the existing issue which was displayed in their environment. For example, the issue in television or the newspapers. In result, they were very active to convey a lot of kinds of issue, it might be in the forms of product. More than a half from the total of students raised their hands and wanted to answer this question. After conducting the questioning session, the teacher gave some display of issue to the students. Several examples of issue which had been shared to all of the students would be learned by them with their teacher's guidance. From the examples given, the students examined what the appropriate components or points in creating the similar composition of issue. The data from questioner, almost all of students interest Project-Based Learning to improve their speaking. They also felt comfort in the speaking class .Based on the data during observation in the class to apply in next cycle the researcher made some changes it is according to the data from reflection.

4.1.2 Findings in Cycle 2

All students got score 65 or more; the minimum passing grade competence was reached. The result was indicated by the increase of students' average speaking scores from 65 in preliminary study, 73 in the first cycle and 82 in the second cycle.

Based on the observation in cycle 2, almost all of students enjoyed all of the activities along the meeting. They looked very happy with their members in their groups because the group is based on students' consideration itself. They looked very interested to implement Project-Based Learning. In second meeting, all of students looked active without expectation. Some students who did not have confidence before, in second meeting they looked very confident.

4.2 Discussion

Based on the finding of this research, it is proved that the Students' Active Learning in Speaking Class through Project-Based Learning by employing The core idea of project-based learning is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The lecturer plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Advocates assert that project-based learning helps prepare students for the thinking and collaboration skills required in the workplace.

Furthermore, the lecturer reflected and evaluated the learning activities in the first cycle and tried to get solution on the problem by planning some action such as:

- 1) The lecturer should be more creative in delivering materials.
- 2) The lecturer should give clear instruction and guide students in doing activities.
- 3) The lecturer should manage the class well.

Thus, this can be concluded that the lecturer needs to conduct the following cycle in order students' speaking improved.

Therefore, the research data in the cycle 2 were collected. Then, the researcher reflected that all students passed the criteria of success. The condition of the class was getting better than before. Finally, the researcher concluded that the problems had been solved by the use of Project-Based Learning. Furthermore, this proved that Project-Based Learning can improve students' skill in speaking.

5. Conclusion

Project-Based Learning is an alternative teaching strategy that benefits in improving students' achievement, ability, and participation in the teaching and learning process. To be successfully improving students' speaking, the lecturer should be more innovative in delivering the material. Furthermore, Project-Based Learning has many activities so this needs sufficient time allocation in gaining the goal.

According to the result of research, it is determined that the implementation of Project-Based Learning is interesting method in the language learning process. make the students feel relaxed and active. Project-Based Learning has been encouraged the students' interest of learning so that they can achieve a good presentation in speaking skill . As the result, The advantages of Project-Based Learning in teaching speaking at STKIP PGRI Jombang are: (a) the students more active in speaking class process (b) helps student increasing their knowledge, information, new expression, and new vocabulary from the group (c) the students have high self confident in speaking (d) direct the students to explore their idea and develop critical thinking ,Then, the result of speaking ability has been reported as well by describing the students' speaking ability, related to their speaking components, including content, fluency, vocabulary, pronunciation, and grammar.

References

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Ary, D. et. al. (2010). *Introduction to Research in Education*. (8th ed.). USA: Wadsworth, Cengage Learning.
- Blaz, D. (2011). *A Collection of Performance Tasks and Rubrics: Foreign Language*. New York : Eye On Education.
- Brown, H. D. (2000). *Principle of Language Learning Teaching*. (4th ed.) New York: Pearson Education Inc, Longman.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practice*. New York. Pearson Education Inc, Longman.
- Cahyono, B. Y. & Shirly, R. K. (2011). *Practical Techniques for English Language Teaching*. Malang: State University of Malang Press.
- Harmer, J. (2003). *The Practice of English Language Teaching*. Cambridge: Pearson Education, Longman.
- Hornby, A. S. (1995). *Oxford Dictionary*. Oxford University Press.
- Latief, A. (2010). *Research Methods on Language Learning: An Introduction*. Malang: Universitas Negeri Malang.
- Lie, A. (2002). *Cooperative Learning*. Jakarta: Grasindo.
- RAND Reading Study Group (2002). *Reading for understanding: Toward an R & D program in reading comprehension*. Santa Monica, CA: RAND Corporation. (available online at www.rand.org/publications/MR/MR_1465/)

- Slavin, R. (1995). *Cooperative Learning: Theory, Research, and Practice*. (2ed). United State of America: Allyn and Bacon.
- Solomon, G. (2003). Project-Based Learning: a Primer. *Technology and Learning*, Vol. 23. No. 6.
- Thomas, J. W. (2000). *A review of research on project-based learning*. San Rafael, CA: Autodesk Foundation.

How Simple Mind Mapping Can Enhance Young Learners' Pronunciation Ability

Natalia Christiani

*Ciputra University, Surabaya
natalia.christiani@ciputra.ac.id*

Abstract

Learning process varies in many ways. Both teachers and learners are keenly aware that graphic organizers can and should be used to enhance the quality of language learning. One of them uses an influenced tool of graphic organizers, *i.e.* mind mapping. Evidence shows that mind mapping can facilitate the various learning processes. Mind mapping can be helpful for young learners' English language success, especially in developing their pronunciation ability. These young learners are Indonesian elementary learners who are mentioned as learners with good achievements in all subjects. They are differed from the regular classes by trained using English for all subjects once in a week. Two broad criteria will be suggested in this presentation. First, the learners are introduced how mind mapping is affordable and easily made. Secondly, the selection of pronunciation topics should be based on sound principles of language learning derived from TEYL research; *i.e.* syllables and two-vowel words. Having these values, therefore, this article will illustrate how relatively simple mind mapping can be helpful used to enhance the young learners' pronunciation ability.

Keywords: mind mapping, Teaching English to Young Learners (TEYL), pronunciation ability

1. Introduction

Teaching pronunciation is simple, straightforward, and interactive. The earliest part of teaching it always focuses first on sounds. Expending time on learning phonemes at the beginning will succeed

learners later when they are improving their pronunciation of challenging vocabulary. Once the learners have mastered the essential phonemes, both the long and short vowels, they will be ready to move on to word-level pronunciation practice. On one occasion, the learners start learning multiple syllable words, it is definite to teach them how to count syllables, how to read pronunciation notations in dictionaries (the stressed ones), and how to practice pronunciation at the level of words.

There is a need for teaching one area of language acquisition, i.e. English pronunciation, specifically in the area of phonology and phonetics to entirely grasp how native-like accents are accomplished in Second Language Acquisition (SLA). Phonological awareness is essentially how the language acquirer learns to identify and understand the system and patterns of speech sounds (Nilsson, 2011). In contrast to phonological awareness, phonetical awareness is learning to understand the physical sounds or articulatory structures of the L2-second language (Yule 2006: 30, 43-44).

In order to avoid the problems of “hardened accents”, introducing pronunciation from the first week of language learning instruction for L2 learners is required. It offers them support and help to avoid errors in their oral language acquisition. School curriculums and course planners do not include classroom tasks in pronunciation for beginners in English; however, progressively introduce it at higher levels of language acquisition (Baker, 1982). Pronunciation is often disregarded in the classroom at beginner level of SLA.

2. Discussion

2.1 Teaching English to Young Learners (TEYL): Pronunciation

There is a typical judgment that children should learn alphabets first and then pronunciation but it should be practiced from childhood. It is easy to imitate in the childhood. In the childhood, the organs are in the process of adjusting to pronunciation and they can pronounce whatever they hear (Nourin, 2012). She states that childhood is the best time for learning a foreign language. It is not to achieve a perfect imitation of a native accent, but simply to get the learners to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.

Teaching phonetics to learners, Hom (1957) comments, depends on the way of giving instruction. Learners who have been taught to relate sounds and written symbols can arrive logically at the spelling of most words that they can pronounce. The capacity to spell words can be improved further through phonetic instruction, and phonetics is a great solution for reading difficulties. In relation to increasing young learners' vocabulary knowledge, the greater correspondence of orthography to phonetic deep structure can be used in teaching spelling.

Teaching pronunciation to young learners should be easy and fun. The limitation of young learners is learners between ages 10 to 12. These young learners ages begin to be logical and analytical, have greater control of emotional ambivalence, can work with others and learn from others, are enthusiastic and positive about learning, and like to experiment with the language. Having these characteristics, there are activities or exercises in teaching pronunciation to young learners such as 'Words are not enough', 'Total Physical Response (TPR)', 'Keep their hands busy!', 'Enjoyment', 'Motivation', and 'Cooperation'. Hence, teaching pronunciation on counting syllables and two-vowel words using games can improve the young learners' motivation in learning English. In order to develop their concentration, cooperation, and enjoyment of learning English pronunciation, the games will use an interactive tool called mind mapping.

2.2 Mind Mapping

A mind mapping is a tool that makes thinking become visible; a thought organizer that works in accordance with the brain work mechanism; a system to save and retrieve data to and/or from the brain; and, a note that is fast and easy to be made and remembered. As a visual diagram used to record and organize information in a human's brain, mind mapping finds it captivating and easy to process (Team of Buzan Licensed Instructors, 2009). Thoughts, ideas or facts are laid out around a central theme so that we can clearly see their flows in different levels which lesser categories are portrayed as branches of larger branches.

Mind mapping has four (4) important characteristics: Central Image (CI), Basic Ordering Ideas (BOIs), Branches, and Sub-Branched (Buzan, 2007). The big topic of our attention is mentioned as central image consisting words and images. The main ideas that radiate out from the central theme of a mind mapping are known as Basic Order Ideas (BOIs). These primary concepts are responsible for shaping and guiding the process of association by setting the basic framework and hierarchy from which ideas can be extended. The BOIs are clockwise-starting from right and circling to the left. We are easy to imagine or describe them. The branches consist of keywords, images, symbols, and/or a code which is written on the associated line. The last is sub-branches. The supporting ideas are placed as sub-branches.

Mind mapping involves a combination of keywords and images, and Buzan (2007) encourages the use of at least three color, symbols, and codes to highlight or signify ideas. The main approach in the making of a mind map is to begin in the center of the page with a keyword representing a concept. From this keyword a central line spreads out, links to another word associated with the starting concept word. From this

central line, thinner lines send out radial shoots. Each radial is connected to an off-shoot idea (Neville, 2006: 16). Mind mapping is drawn as follows:

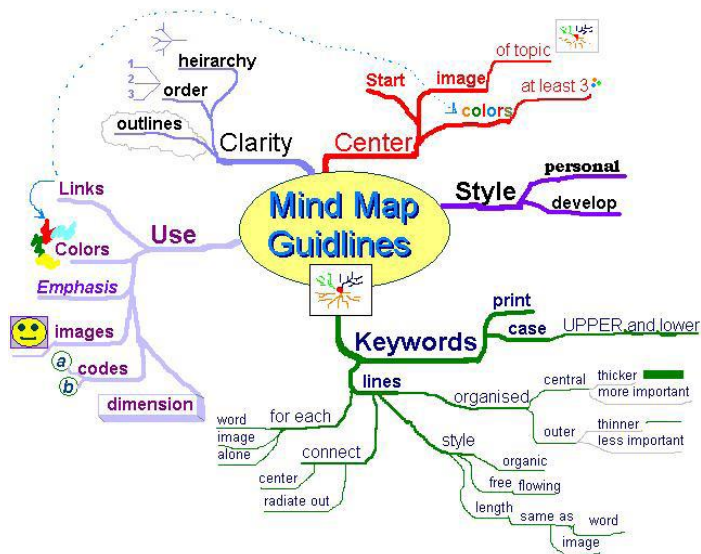


Figure 1. Mind Mapping taken from Nevil, 2006: 16

The laws of mind mapping are the using of paper, lines, words, image and color to help us visualize the interconnected information. To design a mind mapping, the first law is that we have to use a blank paper which is in a landscape and then the writing should be started in the middle or in the center. For the second one is about the lines. They should be thick lines for BOIs and thin ones for the sub-branches. The lines should be connected and length enough for the places of a word and an image. The third law is about words. It is the rule for placing one word per line, using key word, and it is printed capital for BOIs and small one for the sub-branches. The fourth law is about image. The image used can be 3D, symbols, and strong because it is placed in the middle of the word. And the last law of a mind mapping is about color. It is suggested to use more than three color and supported with code and categories so that it will be eye-catching.

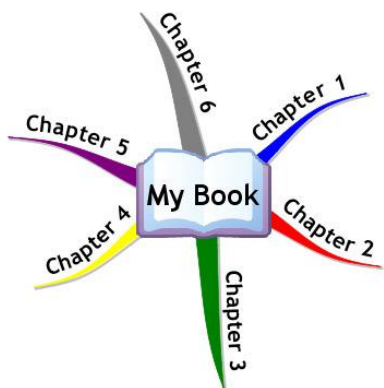


Figure 2. Example of BOIs numerous associations

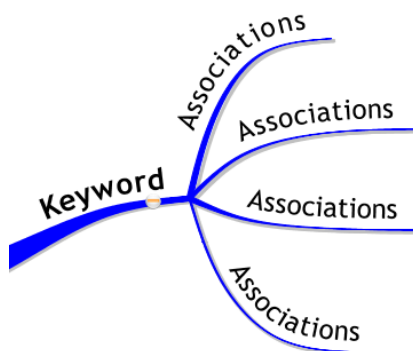


Figure 3. A keyword triggers

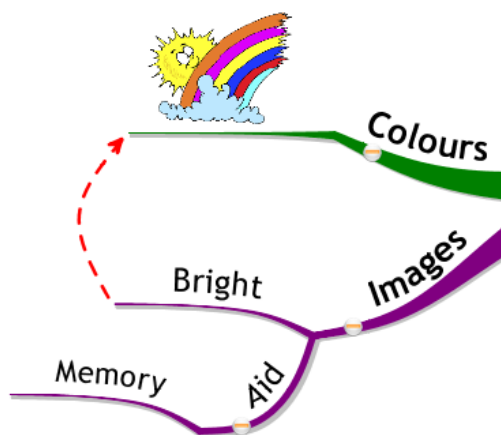


Figure 4. Making a connection across the map with a relationship arrow

2.3 Simple Mind Mapping in Teaching Pronunciation

a) Counting Syllables

What is called by simple mind mapping is that a mind mapping which is drawn simple, straightforward, and interactive because of its color and images/symbols. The learners just write the title of the lesson,

for instance “Counting Syllables” in the center of a blank landscape paper. Then, every syllable is described as a main branch. If there are one (1) to four (4) syllables of words assigned; thus, there are four (4) main branches drawn in the learner’s mind mapping. Then, every main branch which is written how many syllable are, is followed by some sub-branches to portray the examples of words which contains of the syllable mentioned on the main branch. For example, if the main branch is written “1 syllable”, so the sub-branches consist of “Car”, “Book”, “Brain”, etc. It happens too for the other syllables. This learning technique is helpful the young learners to enhance their English pronunciation in counting syllables.

For the games in counting syllables using mind mapping, the young learners are given example for the syllables to ask. In the activity below, the young learners are given already four (4) kinds of syllables which are asked to be continued by finding and writing down on the sub-branches which words (later will be given) are signed to the right sub-branches.



Figure 5. Counting Syllables Using Mind Mapping.

Here are the words to be filled up on the sub-branches:

- 1.
2. Calculator
3. Photograph
4. Cheese
5. Invitation
6. Jeans
7. Understand
8. Yellow
9. Aeroplane
10. Night
11. Little
12. Trousers
13. Bird
14. Newspaper
15. Mouth
16. Airport
17. Telephone
18. Population
19. Green
20. Football
21. Cinema
22. Fruit
23. Morning
24. Elephant
25. Bottles
26. Shoes
27. Intelligent
28. Eight
29. Remember
30. School
31. Conversation

b) Two-Vowel Words

The learners are taught about two-vowel words which is about the sound of “ea”. The words with ‘ea’ can have five (5) sounds, e.g.:

/i:/	à	beat
/e/	à	bread
/eə/	à	bear
/iə/	à	dear
/ei/	à	break

The young learners write the title of the lesson with “Two-Vowel Words” in the center of a blank landscape paper. Then, every syllable is described as a main branch. If there are one (1) to five (5) sounds of words assigned; thus, there are five (5) main branches drawn in the learner’s mind mapping. Then, every main branch which is written how many sounds are, is followed by some sub-branches to portray the examples of words which contains of the sound mentioned on the main branch. For example, if the main branch is written “/i:/”, so the sub-branches consist of “Beat”, “Meat”, “Cheat”, etc. It happens too for the other sounds. This learning technique is helpful the young learners to enhance their English pronunciation in two-vowel words.

For the games in two-vowel words using mind mapping, the young learners are given example for the sounds are asked. In the activity below, the young learners are given already five (5) kinds of sounds which are asked to be continued by finding and writing down on the sub-branches which words (later will be given) are signed to the right sub-branches.

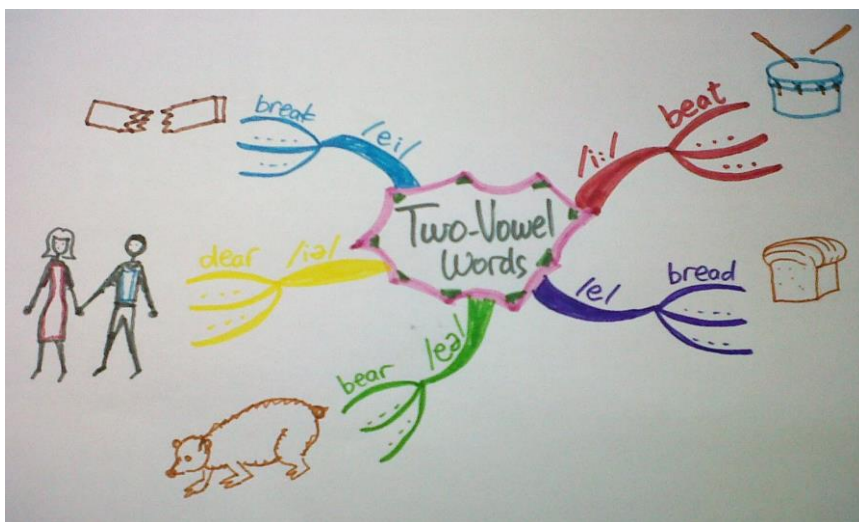
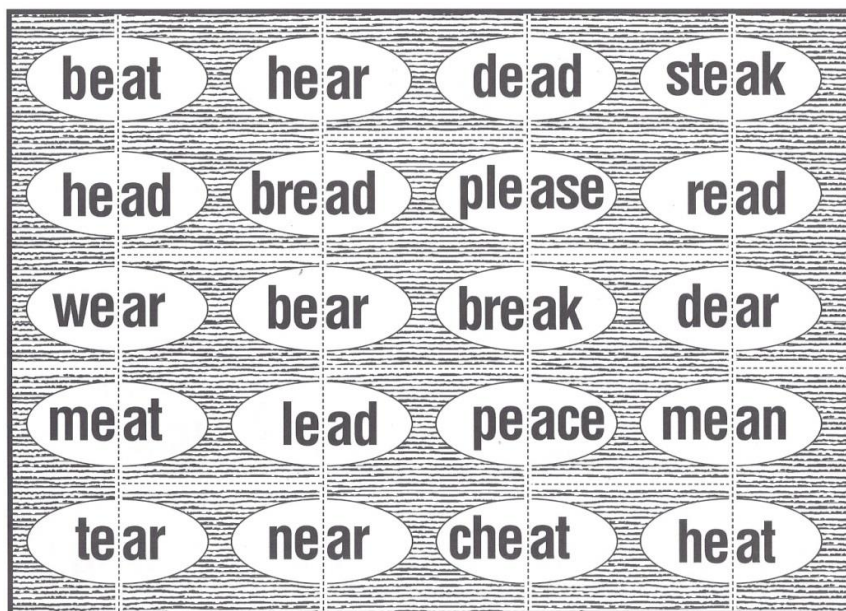


Figure 6. Two-Vowel Words Using Mind Mapping.

Here are the words jigsaw to be filled up on the sub-branches:



3. Conclusion

Young learners enjoy playing with language. When pronunciation of English is taught interestingly since the beginning, the learners will find English as an incredible language to be mastered.

In conclusion, mind mapping is a creative tool that helps learners learn and explore more in pronunciation skill processes. Learners are trained and taught to be familiar in employing mind mapping. It could help them think critically and the knowledge itself could lead to the neatness of organizing and writing. This technique could enhance the learning process of learners and so lecturers or teachers.

References

- Baker, A. (1982), *Introducing English Pronunciation: A Teacher's Guide to Tree or Three? and Ship or Sheep?* The Press Syndicate Cambridge, Cambridge.
- Buzan, T. (2007). *Buku Pintar Mind Map*. Jakarta: P.T. Gramedia Pustaka Utama.
- Hom, E. (1957). Phonetic and Spelling. *The Elementary School Journal*, 57 (8), 424- 432

- Neville, C. (2006). Effective Notemaking. Resources-Effective Learning, the Effective Learning Service. University of Bradford, School of Management. Email: C.Neville@bradford.ac.uk. August 2006.
- Nilsson, M. W. (2011). Better a Railing at the Top of the Cliff than a Hospital at the Bottom. *Report of Unpublished Thesis*: Kristianstad University.
- Nourin, N. (2012). Using Phonetics to Teach Pronunciation and Spelling to Young Learners. *Unpublished Thesis*. Daka, Bangladesh: BRAe University.
- Team of Buzan Licensed Instructors. (2009). *Recent Research on Mind Maps in Education*. Singapore: Buzan Asia Pte. Ltd.
- Yule, G. (2006). *The Study of Language*. Cambridge: Cambridge University Press.

Biodata

NATALIA CHRISTIANI has been teaching EFL students for 17 years and currently teaches at the Ciputra University, School of Entrepreneurship and Humanities in Surabaya since 2006. At this time, she is a candidate of doctor at State University of Malang in graduate program of English Language Teaching. Natalia's research interests include Mind Mapping, Entrepreneurship, Teaching English to Young Learners (TEYL), and Reading Skill.

Teaching Pronunciation to Students of the English Programme

Peter Angkasa

*English Department, Maranatha Christian University, Bandung
peter_angkasa@yahoo.com*

Abstract

This paper is about the teaching of pronunciation in the English programme. It discusses the materials, method, and the teacher. This paper thus discusses whether the teacher needs to teach the students materials such as the theory of phonetics and phonetic transcriptions and whether the teacher should be the model or it is enough for the students to listen to audio devices when they practise pronunciation via pronunciation drills or repetition. Furthermore, the question that commonly arises is whether non-native speakers may be 'appropriate' pronunciation teachers.

Keywords: pronunciation, material, method of teaching, teacher

1. Introduction

Pronunciation is one of the most significant aspects of conversation in the English language. Mispronunciation is the root of misunderstanding in oral communication which may lead to confusion, frustration, a great loss, and even disasters. Likewise, misunderstanding in listening to correct pronunciation also gives a very negative or even tragic impact. It is widely believed that the atomic bomb dropped in Hiroshima in World War II was caused by misunderstanding. In his ultimatum, the American pilot gave the Japanese '**fifteen** minutes' to surrender which the latter misunderstood as '**fifty** minutes'. In this exaggerated anecdote, there was nothing wrong with the pilot's pronunciation; it was the Japanese that was blamed for their incompetence in listening to English speech.

Correct and good pronunciation is also an important factor in oral communication since it will give a good impression on the listeners. Whether we are English teachers, interviewees, masters of ceremony, radio or television presenters, telephone operators, and actually anyone who should speak English in public or in their social interaction will give a better impression on the listeners and thus increases the odds of being better accepted in the community.

On account of inconsistencies in the English spelling, English pronunciation is far more difficult to learn than, for example, the pronunciation of Bahasa Indonesia, Bahasa Melayu, Dutch or 'Deutsch' (German). Consequently, students learning the pronunciation of the

English language as a foreign language needs much more time and extra endeavour.

Teaching Pronunciation is concerned not only with the articulation of words but also with other things like stress, weak form, strong form, linking and intonation. Discussing the teaching of pronunciation may in fact cover a very wide scope; therefore, the discussion of the teaching of pronunciation will be restricted to the material, the method, and the teacher.

2. Discussion

2.1 What Material Should be Taught?

In teaching pronunciation, the teacher should provide the students with the theory of phonetics so that they can pronounce English phonemes, words, phrases, and sentences more accurately. First of all, the theory of phonetics which comprises basic knowledge of the organs of speech like the lips, the teeth, the alveolar ridge, the tongue, the palate, the uvular, the vocal cords, and so forth must be taught together with phonetic symbols and signs for the English vowels, diphthongs, and consonants so that they can look up the pronunciation of words in a pronouncing dictionary by themselves. Theory of the English vowels which includes the vowel diagram showing the position of the tongue must also be given. Vowel quantity must also be taught. Instead of just teaching the students the two main lengths of the English vowels, namely short and long vowels, the teacher should also explain to the students that the quantity of a vowel is also affected by the subsequent consonant sound, for instance, the / u: / in 'loose' which is followed by / s / (a voiceless consonant) is shorter than that in 'lose' of which the subsequent consonant sound is / z / which is voiced. As far as the theory for the production of consonants is concerned, the teacher should teach the classification of consonants that consists of the position of the vocal cords, place of articulation and manner of articulation. It is crucial to teach the students particularly the English consonants that do not exist in the mother tongue or that are not pronounced in the same way, in this case in the Indonesian language, for example the initial sound in 'thief' and the initial sound in 'tip'. The teacher actually should not miss the classification and the nomenclature when they teach the students the English consonant sounds. Remembering the name of each of the English consonants will make the students remember better the position of the vocal cords, the place of articulation, as well as the manner of articulation. The same case is true when the teacher teaches the students the English diphthongs. It is imperative that the teacher should provide the students with the diagram of each of the English closing diphthongs and centring diphthongs in order to make the students aware of the glide they produce when they articulate each of the English diphthongs. A.C. Gimson's 'An Introduction to the Pronunciation of English' and Daniel Jones' 'An

Outline of English Phonetics' are very useful sources of the theory of phonetics for the students to understand. However, since Pronunciation is related to the production of sounds, it is practising pronunciation that is much more significant.

2.2 How Should Pronunciation be Taught?

There are several ways in which students can practise pronunciation.

1. The most common way of teaching pronunciation is to make the students repeat after the teacher who is the main model. Repeating after the teacher is an effective way to teach pronunciation to students. The teacher should monitor the students and find out whether they have repeated after him correctly. In such drills, both the teacher and the students read from handouts or from the list of words on the slide. The list of words may vary. It may consist of words bearing different consonants but with the same vowel such as bit, bid, did, fit, hit, lit, knit, pit, rid, sit, wit and so on. The list may also contain pairs of words with the same consonants but with different vowels like the list of words in the following example: sit seat / rid read / did deed and more words to compare like in 'ten tan ton / bet bat but / pen pan pun / sex sacks sucks / dead Dad dud / mesh mash mush' (O'Connor: P. 103) With the teacher's guidance, this kind of drill enables the students to unlearn what they have wrongly learned previously and start to get used to pronouncing the words correctly. Such a comparison in the drill will also make the students aware that there are words with completely different vowels but with the same consonants. Teaching English vowels, diphthongs, and consonants is basically the same. However, in drilling the English consonants, it is the consonants that have to be different and compared whereas the vowels or the diphthongs should be the same. Look at the following example: fan van / ten then / sin thin / wait faith.
2. Teaching pronunciation through listening to different sounds is also a target in the pronunciation course. Through dictation, students should be able to distinguish one vowel from another. Normally, students listen to three sentences, each of which has a word with a different vowel (or a different diphthong). They then have to identify what or which vowel is used in each sentence. For instance,
 - a. He's **leaving** alone.
 - b. He's **living** alone.
 - c. He's **leaving** alone.

To be able to compare different consonants, a similar dictation drill is provided. The sound which is different is the consonant sound but the vowel should remain the same, for example.

- a. Here's t he **van**.
- b. Here's the **fan**.
- c. Here's the **fan**.

In 'Clear speech', Judy B. Gilbert mentions the importance of listening capability besides the ability to speak clearly: 'There are two fundamental reasons to teach pronunciation:

1. Speech clarity (the ability to be understood easily)
2. Listening comprehension (the ability to follow spoken language' (P. v)

There is much truth in the reasons Gilbert mentions. In any kind of conversation, for an effective communication, the speaker must at the same time also be the listener because if the speaker does not understand his or her partner in the conversation, there may be only some kind of a one way communication. The importance of the ability to listen to minimal pair distinctions in teaching pronunciation is also stated in Donn Byrne's 'Teaching Oral English': 'In the first place, we might use dictation to focus attention on specific problems of pronunciation. For this purpose you may dictate not a passage but a number of sentences that contain, for example, minimal pair distinctions (e.g. *Buy me some **pepper!*** / *Buy me some **paper***). (Byrne: p. 20)

3. Considering that in one semester the teacher is available only for fourteen times four hours, students should practise pronunciation by themselves. Any kind of audio and video devices containing pronunciation practice must be useful. Students can practise at home or in a self-access centre to improve their listening to 'correct' English pronunciation through devices that provide them with the voice of native speakers.
4. In fact, the ultimate goal of teaching pronunciation is to make the students have the ability to learn and to practise pronunciation by themselves. It is therefore of paramount importance for the lecturer to provide the students with the method of learning and practising pronunciation, particularly the ability to read phonetic symbols. This is obligatory since being able to read such symbols will enable them to study by themselves, namely to look up in a pronouncing dictionary any pronunciation of words that they are ignorant of and then practise pronouncing them correctly without the aid of the lecturer anymore. However, we have to emphasize what English pronunciation we will teach our students. If we would like to teach them British English, it would be better for us to use

'Cambridge English Pronouncing Dictionary', preferably the New Edition which is edited by Peter Roach, James Hartman & Jane Setter instead of Webster's Dictionary which uses American pronunciation that has different symbols. The use of one type of dictionary is merely to avoid making the students (especially new students) confused. When 'Cambridge English Pronouncing Dictionary', which was originally compiled by the lexicographer Daniel Jones', is not available, Dictionaries like 'Cambridge Advanced Learner's Dictionary' or 'Longman Dictionary of Contemporary English' may be used. Although they are not pronouncing dictionaries which provide the readers with the pronunciation of words and their inflexions, both dictionaries give the phonetic transcription of the words using the RP (Received Pronunciation) symbols. Furthermore, we would not recommend such a book like Stacy A Hagen's 'Sound Advice' unless we taught American English. However, for learners of American English, this book must be very useful since it provides the students with dialect variation. In the Preface to the second edition, it is stated: 'The speech in this text is of the dialect spoken in the Central and Western regions of the United States. It is inevitable that some sound representations in the text will differ from some instructors' speech. As a rule of thumb, if the instructor expects that students will hear a variation or if students themselves raise the question, it would be helpful to present alternate representations.' (Hagen: P. viii)

5. Although pronunciation is an oral skill, the teacher should also teach the students how to write the phonetic transcription. The ability to write phonetic transcription makes it easier for the students to remember the pronunciation of words better.

2.3 Who Should Teach Pronunciation?

There has been an ongoing debate about who should teach pronunciation. Since we lack native speakers of English, the question that commonly arises is whether non-native speakers may be 'appropriate' pronunciation teachers. In my opinion, it is not really necessary to invite native speakers of English to teach English pronunciation in Indonesia. The main practical reason is that it is not feasible to provide thousands of native speakers to work throughout the country to teach English pronunciation owing to the high cost and difficulty to get labour permit. In addition, what kind of English native speakers do our students need to improve their pronunciation? If they are just tourists who do not have expertise in teaching pronunciation, they will not be of great advantage to our students who want to learn or

improve their pronunciation. What our students need is teachers who are really English teachers. They must be graduates of the English programme who understand phonology, the theory of phonetics, and pronunciation academically or scientifically and who master the pedagogical method of pronunciation in lieu of English laymen or hippies staying here. Furthermore, apart from non-native speakers of English who are graduates of the English programme, I wonder whether laymen and even well-educated native speakers who do not major in English know how to read, write, and teach phonetic symbols. As a matter of fact, non-native speakers who have graduated from the English programmes whose pronunciation sounds like that of a native speaker will make better pronunciation teachers. Above all, if we want our students to speak like Britishers do, it must be definitely inappropriate to employ native Americans, Canadians, or Australians to teach our students English pronunciation since they have a different accent although they are useful if the purpose is to improve the students' listening comprehension skills; in real life learners are likely to encounter English speakers who have various kinds of pronunciation and accent. Teaching pronunciation to advanced students must be more detailed than that to beginners. Details may concern, for instance, *elision*, 'the apparent disappearance of a speech sound where it would be expected to occur as the result of a fast speech rate' (Roach: P.109) *assimilation*, 'the modification of a sound in order to make it more similar to some other sound in its neighbourhood', (Katamba: P.80) *dissimilation*, 'phonological processes which ensure that differences between sounds are enhanced so that sounds become more auditory distinct and make speech perception easier'. (Katamba: P. 94) We also have contextual similitude and historical similitude. Daniel Jones describes *similitude* as follows: 'It happens that a particular sequence of two phonemes involves the use of a certain subsidiary member of one of them which has a greater resemblance to a neighbouring sound than the principal member has. In this case there is said to be *similitude* between that subsidiary member and the neighbouring sound.' (Jones: P. 217) We also have palatalization, labialization, nasalization, intrusive - / r /, linking - / r /, catenation and very many other phonetic terms and phenomena that may not appeal to laymen but linguists and pronunciation teachers. The implausibility of having native speakers of English teach pronunciation in Indonesia is so certain that I believe that graduates of the English programme who have good English pronunciation must be more appropriate teachers of pronunciation although they are not native speakers of English.

3. Conclusion

Drilling in class should be the priority in the teaching of pronunciation. In spite of this, phonology, the theory of phonetics, which

includes different sorts of materials, including phonetics symbols and signs can never be ignored in the teaching of pronunciation. Cassettes, compact discs, video discs, digital versatile discs and all kinds of other audio as well as video devices that contain materials for pronunciation drills are undoubtedly useful to improve the students' mastery of English pronunciation. Since there are insufficient native pronunciation teachers in Indonesia, non-native speakers of English who are graduates of the English programme can teach English pronunciation appropriately providing they have good pronunciation, strong passion and sufficient patience to improve the students' English pronunciation. Native speakers of English remain useful in the sense that their native voices being recorded in both audio and video devices can be proper sources to listen to. Native speakers of English, being scarce in our country, may also contribute to the teaching of pronunciation here as occasional guest speakers. In this case, however, we should bear in mind that there are various kinds of English pronunciation and accent. Hence, we must choose especially those whose pronunciation and accent are in accordance with the particular type of English pronunciation and accent that we teach our students, whether it is British, American, or Australian. I am personally in favour of the British pronunciation which is frequently referred to as 'Received Pronunciation' but I do not at all imply that the others are 'Not Received Pronunciation'. Although we should not have prejudice against any type of pronunciation, in assessing the students' mastery of pronunciation, we are to insist that it should be based on the type of English pronunciation we use as the standard. ('How to assess pronunciation skill and ability must be a useful topic for another research on pronunciation').

Despite all that has been said, it is important to note that when a teacher, whether he is a novice or an experienced one, is assigned to teach pronunciation (and obviously other subjects too), he should always remember to have a lesson plan, material design, and curriculum planning prior to teaching. In 'A Practicum in TESOL', Jack C. Richards states: 'Lesson planning, conceptually, shades into materials development and curriculum planning. Or to put it the other way round, lesson planning is sometimes the final stage in curriculum design and implementation, particularly when these are functions performed by the same individual. They all deserve careful attention and could be focused on in a period of reflective practice.' (P. 102)

References

- Byrne, Donn. (1997), *Teaching Oral English*. Longman.
 Crookes, Graham. (2010), *A Practicum in TESOL*. Cambridge.
 Cambridge University Press.

- Gilbert, Judy B. (1993), *Clear Speech*. Cambridge. Cambridge University Press.
- Gimson, A.C. (1975), *An Introduction to the Pronunciation of English*. London. Edward Arnold Ltd.
- Hagen, Stacy A. (2000), *Sound Advice*. New York. Pearson Education.
- Jones, Daniel. (1980), *An Outline of English Phonetics*. Cambridge. Cambridge University Press.
- Katambe, Francis. (1993), *An Introduction to Phonology*. London and New York. Longman.
- O'Connor, J.D. (1977), *Better English Pronunciation*. Cambridge. Cambridge University Press.
- Roach, Peter. (2002), *Phonetics*. Spain. Oxford University Press.
- Roach, Peter (ed.). (2003), *Cambridge English Pronouncing Dictionary*. Cambridge. Cambridge University Press.

THE EFFECTIVENESS OF PROJECT WORK MODEL FOR TEACHING ENGLISH AT MODERN ISLAMIC BOARDING SCHOOL MALANG AREA

Suhartatik ¹⁾, Adi ²⁾

English Education Department, IKIP Budi Utomo Malang
tatik_sihhanto@yahoo.com.

Abstrak

Model “*Project Work*” adalah salah satu model pembelajaran Bahasa Inggris yang berfokus pada siswa dalam menyelesaikan tugas secara mandiri dalam bentuk kerja proyek sebagai hasil akhir produk pembelajaran. Penelitian ini bertujuan untuk menguji keefektifan model “*Project Work*” untuk meningkatkan kemampuan Bahasa Inggris siswa Ponpes Modern di Malang Raya. Rancangan penelitian ini adalah Penelitian Experimental Murni yang melibatkan Kelompok Eksperimen dan Kelompok Kontrol dengan desain *Pre-test Post-Test Control Group Design*. Sample yang digunakan adalah Siswa SMA An Nur Putri, Bululawang dan SMA Ar-Rohmah Putri, Dau, Kab.Malang, dengan menggunakan *Purposive Sampling*. Hasil uji statistik yang dianalisis dengan rumus independent t-test disimpulkan bahwa penggunaan model “*Project Work*” lebih efektif untuk pengajaran Bahasa Inggris di Ponpes Modern di Malang Raya. Ditambah hasil angket tanggapan siswa, mereka merespon positif dengan penggunaan model “*Project Work*”.

Kata Kunci: “*Project Work*”, keefektifan, experimental

1. Introduction

The English competence having to be acquired by the students in global era is communicative competence relevant to their daily life supported by the use of motivating teaching model and one of them is “*Project Work*” model. Teaching English at Modern Islamic Boarding School should be taught by using learning model that is more effective and focused on the student in completing tasks independently in the form of a project work as the final assignment or product of learning. Supported by Poetra (2011) stated that “*Project Work*” model is learning model that leads the students to do systematic and standardized work procedures to create or to finish a project or product through an actual production process. The teaching of English by using “*Project Work*” model is adopted by the principles of Constructivism Theory, Mc Brien and Brandt (1997) in Setyoningsih (2014: 20) stated that the students gain the knowledge through an investigation, research and autonomous investigation by themselves.

By using "*Project Work*" model, the students learn to act as agent or active agents instead of passive figure because they have to find a topic project tasks and complete the project by themselves and this could be great appreciation in understanding individual differences in digesting or look at the world of teaching. Task or topic of each individual may differ that it could be the pattern of the completion of different tasks. The objective of the research is to examine the effectiveness of "*Project Work*" model to improve students' English ability of Modern Islamic Boarding School at Malang Area.

What is Project?

(Chard, 1998) stated that Projects are in-depth investigations that challenge students to apply skills, knowledge, and strategies from different content areas as they do authentic research, analyze data, think deeply about problems and draw conclusions. As projects evolve, students build on their unique interests and talents and become experts in a particular area of the project topic. Through project work students not only learn new concepts and content, they develop the competencies essential for future learning. The ability to formulate essential questions, conduct research both independently and collaboratively, evaluate and synthesize results, present those results to others, and reflect on the strengths of their work and the ways they can improve.

"Project Work" model

According to Bartelmay (2011), "*Project work*" is a series of activities that allows the students to study, do research and act by themselves by using their abilities, interests, personal experience and aptitudes. The "*Project work*" progresses under the guidance and monitoring of a teacher or other advisor. The Teacher or Advisor will give ideas about "*Project work*", advice about the topic, how to manage the data collection process and planning.

All levels of students can do "*Project work*". The students can work alone or with a group according to the project scope and difficulty. The "*Project work*" might be small and easy or large and complicated.

The advantage of the Model "*Project Work*" is emphasized on the student activities. They produced an authentic work or projects that can improve their English ability of the students of Modern Islamic Boarding School at Malang Area.

2. Methods

2.1. Research Design

The design of the study is true- experimental research design involving Experiment Group and Control Group by using Pre-Test Post-

Test Control Group Design. The population of this study are the high school students of Modern Islamic Boarding School at Malang Area.

2.2. Hypothesis

Alternative Hypothesis (H_a) stated that the group taught by using "*Project Work*" model have better ability to understand and write English text recount.

Null Hypothesis (H_o) stated that there is no difference between the groups taught by using "*Project Work*" model and "*Conventional Model*" to understand and write English text recount. Both of these hypotheses will be tested by using t-test independent formula.

2.3 Population and Sample

Overall population of the research are the students of Modern Islamic Boarding School at Malang Area, including Malang District and Malang City.

Purposive sampling used are SMA An-Nur Putri, Bululawang, Malang District and SMA Ar-Rohmah Putri, Dau, Malang District.

2.4 Instruments of the Research

Research instruments for collecting data are: observation, testing (pre-test and post-test), interview, questionnaires (Open and Closed Questions), documentation, all described as follows:

- 1) Observation: using observation sheet to identify the condition of the teaching learning process.
- 2) Test: Pre-test and post-test aimed to determine the ability of a student before and after the treatment of "*Project Work*" model.
- 3) Guided Interviews: aimed to dig up the preliminary data from respondents are English teachers with regard to the learning model, curriculum, lesson plans, materials and textbooks.
- 4) Questionnaires aimed to know the students' response after the implementation of "*Project Work*" Model.
- 5) Documentation used in this study are data records that already exist in the schools i.e. teachers' journal, students' attendance list, textbook, Lesson Plan, etc.

3. Data Analysis

3.1 Data Analysis Techniques

After treatment on the experimental group, the researcher conducted post-test for both groups (experimental group and control group), then comparing the average value achieved by the two groups. The researcher analyzed the data by using independent t-test.

The results of t-value will be compared by t-table, if the results of t-value is higher than t-table then the results are statistically significant and vice versa with 0.05 level of significance ($df = N_1 + N_2 - 2$).

4. Finding and Discussion

4.1 Stages of Research

4.1.1 Preliminary Study

The researcher dug up the information in the field about the criteria of research and interviews of English teacher related with the outline of the study.

4.1.2 Setting Research Experiment

Setting the research in line with the design of the study are :

1. Students of Modern Islamic Boarding School SMA An Nur Putri, Bululawang, Malang regency:
 - ♣ Experiment group is 24 Students of Class X IPA4
 - ♣ Control group is 22 students of Class X IPA 6
2. Students of Modern Islamic Boarding School SMA Ar - Rohmah Putri, Dau, Malang regency:
 - ♣ Experiment group is 32 Students of Class X IPA3
 - ♣ Control group is 321 Students of Class X IPA 2

4.1.3 Try-out of Instruments

Try-out of instruments were conducted at SMA Ar-Rohmah Putri, Dau, Malang regency. This try-out aims to know the reliability of the test, level of difficulty and practicality of the test. The subject of try-out is the students of Class X IPS-1 at SMA Ar-Rohmah Putri, Dau, Malang regency.

In consideration that the subject of the try-out has the same characteristics with the sample of the research.

4.1.4 Pre - Test (Experimental Group and Control Group)

Pre - Test is given to the students of Experiment group and Control group at Islamic Boarding School of SMA Ar - Rohmah Putri, Dau, Malang regency and SMA An Nur Putri, Bululawang, Malang regency. It aims to determine the ability of a student before the treatment model of "*Project Work*". The material of pre-test focuss on Reading Comprehension and Writing Skill of Recount Text.

4.1.5 Treatment of "Project Work" Model

1st Treatment 1 up to 4th Treatment of "*Project Work*" model awarded to the students of SMA An-Nur Putri, Bululawang, Malang regency and SMA Ar-Rohmah Putri, Dau, Malang senwhich refers to the Lesson Plan by the following stages:

- 1st Treatment : the activities focused on the introduction and explanation by the English teacher
the theme: Recount Text (stated in Semester Program of 2nd Semester)
- 2nd Treatment : the activities focused on individual activities that students are asked to find about model Recount text in newspapers, magazines, Internet (focus on reading and writing skills).
- 3rd Treatment : the activities English teacher asks the students to collect the results of individual project work in the form of Portfolio Recount Text writing, then it will be collected and binded.
- 4th Treatment : the activities focused on students who are required to make paper of Recount Text writing as outlined of "*Project Work*" in the form of Wall magazine (making) as students' authentic assessment in a group. In the end, the students are asked to display and presented the Project on the display board in each classroom.

4.1.6 Post - Test (Experimental Group and Control Group)

Post – Test is given to the students of Experiment and Control group at Islamic Boarding School of SMA Ar - Rohmah Putri, Dau, Malang regency and SMA An-Nur Putri, Bululawang, Malang regency. It aims to determine the ability of a student after being given treatment model of "*Project Work*". The total of items of post-test questions are 20 items of reading comprehension and essay writing of Recount Text.

Table 1 The result of Pre-test Experimental Group and Control Group at SMA Ar - Rohmah Putri, Dau, Malang regency for Reading Comprehension and Writing of Recount Texts

Students No.	Reading	Compr.	Skill		Writing		Skill	
	X1	X1 ²	X2	X2 ²	X1	X1 ²	X2	X2 ²
1	45	2025	60	3600	75	5625		
2	45	2025	40	1600	70	4900	85	7225
3	65	4225	30	900	85	7225	80	6400
4	35	1225	45	2025	65	4225	70	4900
5	60	3600	75	5625	65	4225	75	5625
6	40	1600	70	4900	65	4225	70	4900
7	60	3600	45	2025	65	4225	75	5625
8	35	1225	65	4225	65	4225	70	4900
9	65	4225	40	1600	72	5184	65	4225
10	75	5625	50	2500	75	5625	72	5184
11	65	4225	20	400	80	6400	70	4900
12	40	1600	60	3600	78	6084	68	4624
13	50	2500	35	1225	68	4624	78	6084
14	55	3025	50	2500	72	5184	68	4624
15	60	3600	40	1600	70	4900	65	4225
16	35	1225	40	1600	68	4624	55	3025
17	55	3025	30	900	72	5184	80	6400
18	75	5625	55	3025	85	7225	72	5184
19	75	5625	35	1225	75	5625	80	6400

20	45	2025	40	1600	65	4225	75	5625
21	45	2025	55	3025	75	5625	85	7225
22	40	1600	45	2025	75	5625	65	4225
23	55	3025	55	3025	85	7225	75	5625
24	65	4225	55	3025	78	6084	70	4900
25	40	1600	60	3600	70	4900	55	3025
26	75	5625	45	2025	85	7225	75	5625
27	60	3600	45	2025	75	5625	70	4900
28	50	2500	75	5625	78	6084	65	4225
29	35	1225	40	1600	78	6084	75	5625
30	30	900	55	3025	65	4225	80	6400
31	45	2025	70	4900	80	6400	78	6084
32	60	3600	1525	80575	80	6400	60	3600
	1680	93800			2359	175261	2256	161534

.Based on the calculation that the result of t-test is less than critical-vauve of 1.669, it is mean that there is no difference between Experimental Group and Control Group for Reading comprehension of Recount Texts. Furthermore the result of t-test (1.079) is less than critical-vauve of 1.997, it is mean that there is no difference between Experimental Group and Control Group for Writing skill of Recount Texts.

Table 2 The result of Pre-test Experimental Group and Control Group at SMA An Nur Putri, Bululawang, Malang regency for Reading Comprehension and Writing of Recount Texts

Students	Reading Comp Skill				Writing Skill			
No.	X1	X1 ²	X2	X2 ²	X1	X1 ²	X2	X2 ²
1	20	400	45	2025	35	1225		
2	55	3025	50	2500	70	4900	50	2500
3	55	3025	50	2500	70	4900	68	4624
4	35	1225	40	1600	20	400	65	4225
5	65	4225	50	2500	75	5625	75	5625
6	40	1600	45	2025	75	5625	65	4225
7	65	4225	50	2500	68	4624	65	4225
8	45	2025	45	2025	68	4624	70	4900
9	60	3600	40	1600	78	6084	50	2500
10	65	4225	45	2025	80	6400	60	3600
11	55	3025	50	2500	85	7225	68	4624
12	40	1600	50	2500	75	5625	65	4225
13	40	1600	45	2025	80	6400	70	4900
14	40	1600	45	2025	55	3025		
15	40	1600	50	2500	65	4225		
16	35	1225			65	4225		
17	45	2025			75	5625		
18	30	900			68	4624		

19	65	4225			85	7225		
20	20	400			65	4225		
21	70	4900			70	4900		
22	50	2500			75	5625		
23	60	3600			30	900		
24	40	1600			50	2500		
	1135	58375	700		1582	110756	856	57398

Based on the calculation that the result of t-test (0.163) is less than critical-value of 2.021. it is mean that there is no difference between Experimental Group and Control Group for Reading Comprehension skill of Recount Texts.

Furthermore the result of t-test for Writing skill of Recount Texts of 0.0085 is less than critical-value of 2.027. It is mean that there is no difference between Experimental Group and Control Group in Writing skill.

4.2 The Discussion

Based on the results of Pre-test have been conducted for both experiment and control groups at Modern Islamic Boarding School of SMA An Nur Putri, Bululawang, Malang regency and SMA Ar-Rohmah Putri, Dau, Malang regency, the results showed that there were no difference in the ability to write and read texts recount between the two groups of samples. Thus researcher could provide the treatment for experiment group to examine the effectiveness of "Project Work" model to improve the English ability for the students of Modern Islamic Boarding School at Malang Area.

After finishing the treatments of "Project Work" model at SMA An Nur Putri, Bululawang, Malang regency and SMA Ar - rohmah Putri, Dau, Malang regency for three months, the writer conduct post-test aims to know the students' ability after the treatment of "Project Work" model .

Table 3 The result of Post-test Experimental Group and Control Group at SMA Ar - Rohmah Putri, Dau, Malang regency for Reading Comprehension and Writing of Recount Texts

Students No.	Reading Compr. Skill				Writing Skill			
	X1	X1 ²	X2	X2 ²	X1	X1 ²	X2	X2 ²
1	70	4900	70	4900	75	5625	80	6400
2	70	4900	70	4900	90	8100	80	6400
3	75	5625	70	4900	70	4900	78	6084
4	70	4900	70	4900	78	6084	85	7225

5	70	4900	75	5625	80	6400	78	6084
6	65	4225	70	4900	85	7225	85	7225
7	70	4900	70	4900	75	5625	80	6400
8	70	4900	65	4225	80	6400	70	4900
9	70	4900	75	5625	85	7225	78	6084
10	70	4900	75	5625	83	6889	80	6400
11	70	4900	75	5625	80	6400	85	7225
12	70	4900	75	5625	75	5625	75	5625
13	70	4900	70	4900	75	5625	83	6889
14	60	3600	70	4900	80	6400	78	6084
15	75	5625	70	4900	80	6400	80	6400
16	70	4900	70	4900	85	7225	80	6400
17	70	4900	65	4225	80	6400	80	6400
18	75	5625	70	4900	80	6400	83	6889
19	80	6400	75	5625	80	6400	73	5329
20	60	3600	65	4225	83	6889	73	5329
21	65	4225	60	3600	78	6084	78	6084
22	65	4225	75	5625	80	6400	75	5625
23	75	5625	75	5625	80	6400	80	6400
24	60	3600	70	4900	90	8100	85	7225
25	70	4900	70	4900	90	8100	70	4900
26	70	4900	70	4900	87	7569	75	5625
27	70	4900	70	4900	83	6889	80	6400
28	65	4225	70	4900	87	7569	80	6400
29	75	5625	70	4900	2354	191748	80	6400
30	2015	140625	70	4900			80	6400
31			65	4225			83	6889
32			65	4225			2456	201345
			2245	157925				

Based on the calculation that the result of t-test is less than critical-value of 1.669, it is mean that there is no difference between Experimental Group and Control Group for Reading Comprehension skill of Recount Texts.

The result of Writing Skill t-test of 0.850 is less than critical-value of 1.673, it is mean that there is no difference between Experimental Group and Control Group for Writing skill of Recount Texts.

Table 4 The result of Post-test Experimental Group and Control Group at SMA An- Nur Putri, Bululawang, Malang regency for Reading Comprehension and Writing of Recount Texts

Students No.	Reading		Skill		Writing		Skill	
	X1	X1 ²	X2	X2 ²	X1	X1 ²	X2	X2 ²
1	90	8100	85	7225	85	7225	X2	X2 ²
2	90	8100	90	8100	75	5625	70	4900
3	90	8100	85	7225	90	8100	60	3600
4	85	7225	90	8100	35	1225	70	4900
5	85	7225	90	8100	70	4900	40	1600
6	85	7225	80	6400	30	900	45	2025
7	90	8100	85	7225	80	6400	85	7225
8	90	8100	90	8100	85	7225	70	4900
9	90	8100	90	8100	80	6400	65	4225
10	85	7225	75	5625	75	5625	65	4225
11	90	8100	85	7225	78	6084	50	2500
12	85	7225	85	7225	75	5625	70	4900
13	90	8100	85	7225	80	6400	75	5625
14	95	9025	80	6400	68	4624	65	4225
15	85	7225	90	8100	75	5625	45	2025
16	80	6400	90	8100	68	4624	80	6400
17	85	7225	90	8100	78	6084	72	5184
18	90	8100	90	8100	68	4624		
19	80	6400	90	8100	73	5329		
20	85	7225	90	8100				
21	85	7225	90	8100				
22	1830	159750	90	8100				
23			1915	167075	1368	102664	1095	73083
24								

Based on the calculation that the result of t-test (0.1058) is less than critical-value of 1.673, it is mean that there is no difference between Experimental Group and Control Group for Reading Comprehension of Recount Texts.

The result of Writing skill of t-test (1.679) is less than critical-value of 1.689, it is mean that there is no difference between Experimental Group and Control Group after the treatment of "Project Work" model for Writing skill of Recount Texts.

Although the results of treatment showed that all treatments were not statistically significant so that the null hypothesis is accepted, but the value of the group increased quite good as it looks in the data

score of post test . The reasons of that evidence can be said that the students from both Modern Islamic Boarding School have different background of family, social and teaching learning methods.

The result of questionnaire of students' response after the treatment of "*Project Work*" Model

The result of questionnaire are distributed for the students of Modern Islamic Boarding School of SMA An-Nur Putri, Bululawang, Malang Regency and SMA Ar Rohmah Putri, Dau, Malang Regency are as follows:

Table 5 The result of questionnaire of students' responses toward the implementation of *Project Work* Model

No	Item	SS	S	TS	STS
1	<i>Project Work</i> Model membuat saya bisa berkolaborasi dengan siswa lain dalam menyelesaikan tugas proyek	34	32	-	-
2	<i>Project Work</i> Model ini memberikan kebebasan pada saya untuk menulis teks	24	41	1	-
3	<i>Project Work</i> Model ini perlu diterapkan dalam tiap topik pembahasan	20	34	10	-
4	<i>Project Work</i> Model ini membuat saya lebih aktif dalam mengerjakan tugas proyek	38	28	-	-
5	Dengan <i>Project Work</i> Model I ini saya lebih bebas bertanya kepada teman lain	16	49	1	-
6	Dengan bangga hasil proyek saya dipajang atau dimuat dalam pembelajaran	47	19	-	-
7.	Dengan <i>Project Work</i> Model ini saya bisa lebih akrab dengan siswa lain	42	24	-	-
8	Saya senang karya dan hasil tulisan saya dibaca dan dikomentari oleh teman lain	27	38	1	

Note :

SS: Sangat setuju, S: Setuju TS: Tidak setuju STS: Sangat tidak setuju

Based on students' responses and the teachers' feedback during the interview after the treatment of *Project Work* model, the writer tries to explain the results in qualitative review of the data through a variety of relevant theories, especially theories language teaching and

learning principles and theories of motivation. As an example item no. 1 there are 34 students extremely agree that by using Project Work model they can collaborate with others to finish their project.

Table 5 show that most of the students give positive responses toward the implementation of *Project Work* model.

5. Conclusion

Based on the treatment of "Project Work", it can be seen that during the research the students look happy and motivated to participate in learning activities. This is evident from the activity and enthusiastic the students of SMA An Nur Putri, Bululawang, Malang and SMA Ar Rohmah Putri, Dau, Malang regency in completing the project in the form of Portofolio and Wall Magazine (Mading).

During treatment "*Project Work*" Model, the students can collaborate well and can produce an attractive final product in line with their own experience and their prior knowledge. Although the results of treatment showed that the results of statistical analysis were not statistically significant so that the null hypothesis is accepted, but the value of the group increased quite good as it looks in the data of post test. Results of treatment were not statistically significant shows that "Project Work" model is not much different from the conventional model but further research and longer in treatment needs to be done to examine the effectiveness of "Project Work" further. This is due to that language learning is a process that takes a long time, whereas this experimental research only runs for three months so that the impact of this treatment in the model experiment yet apparent.

References

- Chard, S. (1998) *The Project Approach Book Two*. New York: Scholastic, Inc.
- Bartelmay, K. (2011). *Duke School Lower School Curriculum Notebook* (2005)
- Setyoningsih, R. T. (2014). *Increasing the Students' Vocabulary Mastery Through Constructivism Principles in the fifth Grade of SDN Cepokomulyo 01 Kepanjen, Kab. Malang*. Unpublished Thesis. Malang: Universitas Islam Malang
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kuantitatif dan R & D*. Bandung: Alfabeta.
- Suharsimi, A. (2016). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- <http://www.moe.gov.sg/education/programmes/project-work/2015> Ministry of Education, Singapore
- http://dinus_sambodo_poetra/educationalwithptk.wordpress/pengatar/14-agustus-2015

Improving Vocabulary of Occupational Health and Safety Students through Multimedia Used in the Classroom

Ika Erawati

*Politeknik Perkapalan Negeri Surabaya (PPNS)/
Surabaya Shipbuilding State Polytechnic
ik4_iqer@yahoo.com*

Abstract

Since teaching vocabulary for students, including Occupational Health and Safety students plays an important role in language acquisition process, lecturers are demanded to be able to use appropriate methods. Because of the huge information provided by the computer and internet, it seems that the students need another interesting way of how to receive the lesson taught differently. Students need to learn vocabulary not only by memorizing but also learning in context and with visual clues to help them understand more. This paper discusses the use of multimedia applications in computers and internet as a part of modern technology which can be an excellent way to attract and engaged the students to the lessons taught. Incorporating technology into the lesson taught is not only a good idea but it is essential to support the teaching learning process because it includes many formats, including video, picture, graphic, print, and audio. It is also a digital format that allows lectures and the students to actively involve with the material or lesson discussed. In this sense, some of the applications of computer network technology have been utilized as multimedia incorporating such technology in language classroom. Keywords: teaching vocabulary, multimedia

1. Introduction

As a vocational education, PPNS has mission to produce competent and qualified engineering graduates who are able to compete with not only domestic competitors but also with foreign competitors. Therefore, PPNS's engineering graduates are expected to be able to develop their language skill. In the foreign language learning in which it involves the language skills, vocabulary is one of the important language aspects which should be possessed if a person needs to be able to practice language in speaking, listening, reading and writing. Students need to learn vocabulary not only by memorizing them but they need to learn them in context and with visual clues to help them understand more. Multimedia is becoming an acceptable medium of education in teaching and learning vocabulary because it

includes many formats, including video, pictures, graphic, print, and audio. It is also a digital format that allows lectures and the students to actively involve with the material or lesson discussed.

It is widely known that nowadays technology becomes an integral part in society. Many aspects of modern world are becoming more dependent on the existence of technology, including in education. Traditional education used to have books and traditional methods in delivering the material to the students. Then in this modern Era, everything changes and develops faster. Moreover, students today are very familiar with technology because they are 'Digital Natives'. For the students with diverse needs technology will help to open the doors of modern language classroom because it allows access to the curriculum as well as information about language and culture (Castleberry & Evers, 2010).

Nowadays, students can access any information, news, game, materials etc not only from the books but they can access them from the computer and even internet anytime and anywhere. Because of the huge information provided by the computer and internet, it seems that the students need another interesting way of how to receive the lesson taught differently than before. Thus, the use of computers and internet as a part of modern technology can be an excellent way to attract and engaged the students to the lessons taught. Moreover it can provide what the students need.

2. The advantages and disadvantages of technology

Since the 1980s, computer technology has been used in language learning. Since that, the ways and styles of the lectures and students work with the material have moved beyond computer instruction in the form of tutorials and practice. Although there are pro and cons in using technology in the language learning in the classroom but here are some advantages and disadvantages of using technology in the classroom:

Advantages:

1. Diversified teaching methods

Technology through computer can offer PPNS lectures and students sources of authentic materials and tools for improving language skills. Lectures especially can use multimedia as a new form of language learning to support their language teaching that is different with the old methods (only using books or other printed materials). Through technology computer, lectures can create any interesting materials with wide range of uses and forms to reach students of all learning styles. Moreover the use of computer technology makes the lesson more attractive because the lesson

taught can be completed with or in the form of pictures, sounds, games, diagrams, video, etc.

2. *More active learning*

Because any material through computer technology enables to reach students of all learning styles, it has become one of the big sources of knowledge available to students. Students have opportunities to interact with the lectures or classmates and even with authentic audience in dynamic and realistic situations provided by the computer technology without interruptions or social anxiety. This can make less able students become more active in participating in the lesson. Most students in the classroom then will adapt themselves to the new learning styles by providing a 'self-paced' to be able to follow the lesson well.

3. *Better students attention and engagement*

Rodgers quoted The Aspen Institute Communication and Society program: "The creative use of technologies has the potential to engage young people and instill an excitement about learning in ways that few traditional teaching aids and techniques seem capable of doing". When lectures use computer technology in delivering the interesting materials, it indirectly attracts the students' attention. Students will focus on the computer or projector screen; they are guided to attend mindfully to the learning process.

4. *Visual stimuli*

Students are often attracted visually. The existence of pictures and video attract the students more to focus on the lesson. Here the appropriate use of stimuli will benefit the students in learning. Schmidt (2005) argued that appropriate use of stimuli is believed to be beneficial to learning, not only for ordinary learners but also for learners with learning difficulty. The design of visual materials through computer technology may also help the students to remember more and recall the word they have seen. This is because the visual images along with the text are much more effective than the words only.

5. *Less time and energy*

Computer technology makes teaching more efficient. Lectures may use less papers and organizing of notes. Information is also presented in so many ways that any type of learners can find and use the necessary materials. Here, the teaching learning process is enriched by overcoming the limitation of time, budget and resources.

Disadvantages:

1. *Time spent learning*

Since the computer technology enhances learning, lectures and students also need to learn the technology especially those that relate with the curriculum. And this will take a longer time.

Sometimes it is also difficult for lectures to flexibly adjust their curriculum for authentic activities.

2. *Equipment failure*

PPNS lectures and students cannot depend only on technology to provide interactive and interesting learning since the tools cannot always be used optimally anytime. Sometimes they need to be repaired because of trouble or failure. Power failures, viruses, low batteries are also the problems that often found in computer technology. Here the lectures need back-up plans in case of the tools are trouble to keep the teaching learning process run well.

3. *More reliant on technology*

Students may become reliant more on technology. Sometimes they only look for and take the information without any editing that makes them won't do their work by themselves. Basic skills such as how to spell words correctly and make sentences with correct grammar are neglected. The existing of applicable program such as word processing software make the students rely on computer technology more rather than work with their own effort as a way of improving their skills.

4. *Loss of direct communication between lecture and students*

When computer technology is used in teaching, a great possibility loss of communication skills and interactive abilities may occur between students and lecture or students to peers. It happens because individuality is often used in operating the computer technology and the students may focus more to the computer than their lecture.

Though technology gives disadvantages in language learning but it cannot be denied that the involvement of technology can enhance the learning situation. The use of computer does not mean to eliminate the role of lectures for delivering the lesson taught, but to help to improve the lecturer's skills in teaching and develop the learning situation in language classroom.

3. The Importance of Vocabulary

Vocabulary is one of the important language aspects which should be possessed if a person needs to be able to practice language in speaking, reading, writing and listening (Erawati, 2014). Finocchiaro (1974) said that vocabulary will make the learners practice more easily; it is useful for the learners in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language. With vocabulary, learners also easily translate and know the meaning of words, know the part of speech and how the word changes form. Vocabulary also helps learners

perform significantly faster and more accurately on the response-time questions. Responses increase in learners' use of new vocabulary words in situations outside of the vocabulary lessons, includes students' abilities to use newly learned words across content areas, to use new vocabulary words when responding to questions, and to include the new vocabulary in their personal conversations.

4. Vocabulary Teaching Through Multimedia

Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Stahl et al. (1998) states, that "Good vocabulary teaching makes students excited about words and leads to them attending more closely to them." It is important to present vocabulary in different ways so that students see different dimensions of the words and the different context that the words have.

Most lectures believe that using technology in the form of multimedia for teaching vocabulary is very effective. Ermter et al. (1999) emphasized that computers offer new ways of teaching and make it possible to introduce new practice and emphasis into education. Multimedia is interactive and easier to be applied for specific students' needs. By using multimedia in vocabulary teaching, lecturers can:

- Gain and maintain students' attention
- Elicit Responses from the class member
- Monitor student's responses
- Provide feedback
- Stay on topic

5. Multimedia Applications

Many applications of multimedia can be used in teaching vocabulary both online and offline such as: '*Hot Potatoes*' (www.hotpotatoes.com) and Games in '*SuperTeacherTools*' (www.superteachertools.com). They also can be used and modified in computer based on the purpose and objective of the lesson taught.

Here are some programs that can improve the students' vocabulary knowledge:

Hot Potatoes



Figure 1. Five Basic Applications of Hot Potatoes

Figure 1 shows the basic page of five applications (*JQuiz*, *JCloze*, *JCross*, *JMatch*, and *JMix*) in free software names 'Hot Potatoes'. This application enables lectures to create interactive multiple-choices, jumbled-sentences, crosswords, matching/ ordering, and gap-filling exercises that can be used for any purposes and projects in teaching vocabulary or other materials.

In *JMatch*, Occupational Health and Safety students can learn vocabulary such as about the sign and labels in chemical by answering some questions in the form of matching words. The students can match the words or pictures with the correct answers by clicking the question mark as shown at the figure 2 below:

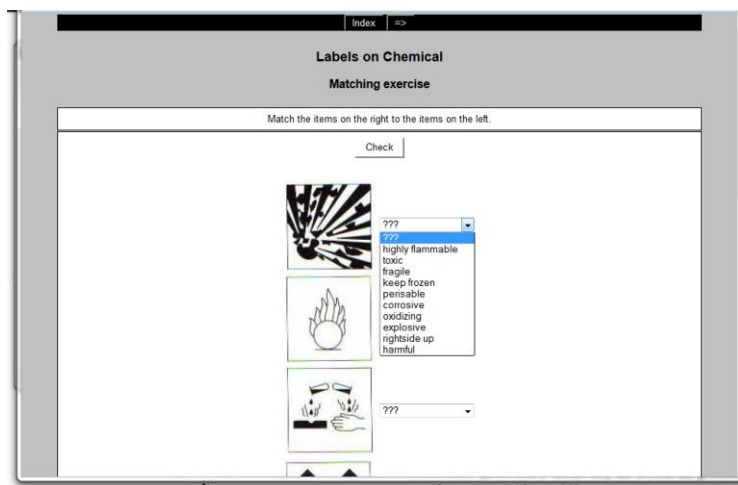


Figure 2. A Matching-Task Presented in JMatch

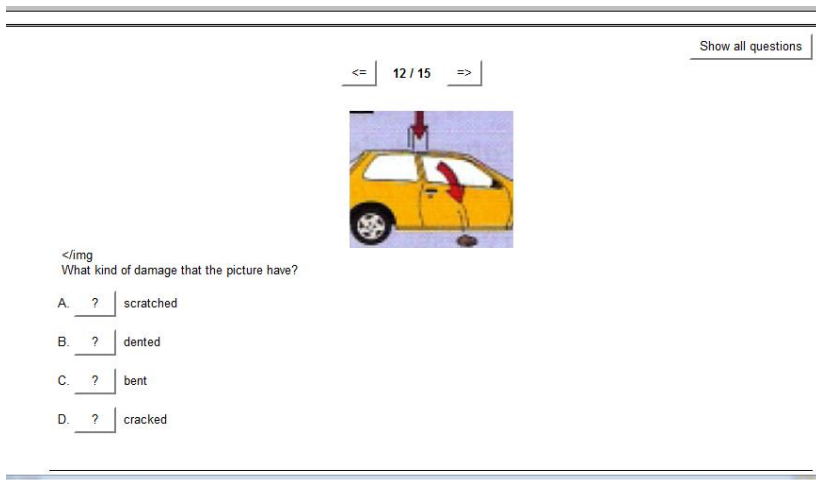


Figure 3. Multiple Choice Task of JQuiz

In JQuiz as shown in *figure 3* above, all questions are presented in the form of multiple-choice. The number of questions can be suited based on the purpose and lesson taught. When all questions have been made, students can play the application by clicking a, b, c, or d for the correct answer. If they have finished with one question they can go to the next questions until the last question. The numbers of questions, who perform the task and the time allocation are arranged by the lecture to make the students aware and pay attention. Therefore, lecture needs to give clear instruction before playing the task.

In JMix, students are challenged to arrange word by word to form the whole correct sentence as in *figure 4*.

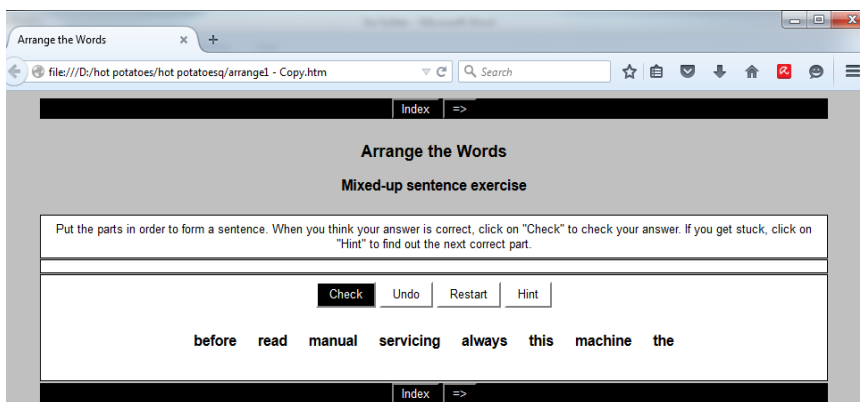


Figure 4. Arranging Task of JMix

While in JCloze as in *figure 5* below, students can learn many vocabularies in the form of reading passage. They are challenged to complete the passage and encourage themselves by trying to find the answers from the clue.

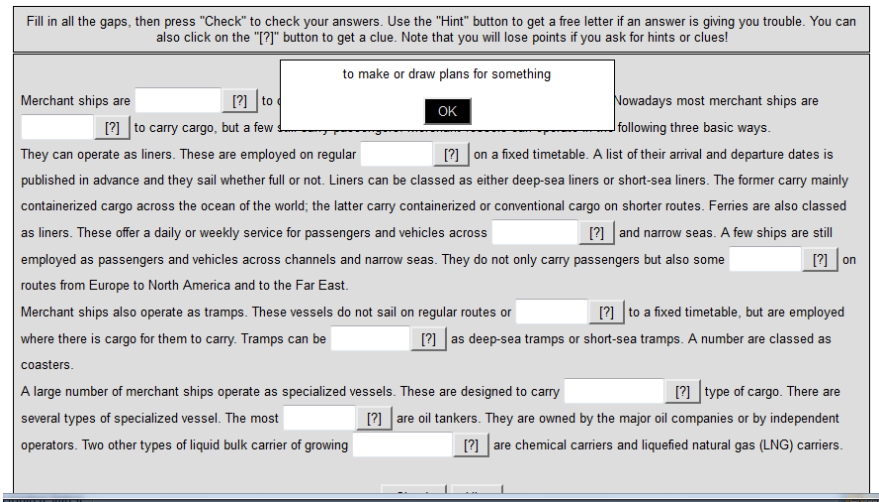


Figure 5. Gap-filled questions in JCloze

Another task format in *Hot Potatoes* application that can improve students' vocabulary is JCross as shown in *figure 6*. This application presents vocabulary task in the form of word-cross. This format may challenge the students to think deeply, to be creative, and have fun in learning vocabulary.



Figure 6. Crossword in JCross

5.2 Jeopardy

Jeopardy is one of flash game applications from www.superteachertools.com which can be played either online or offline.



Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	
\$100	\$100	\$100	\$100	\$100	\$100	Round 2
\$200	\$200	\$200	\$200	\$200	\$200	Final Jeopardy
\$300	\$300	\$300	\$300	\$300	\$300	Scores
\$400	\$400	\$400	\$400	\$400	\$400	
\$500	\$500	\$500	\$500	\$500	\$500	

Figure 7. Jeopardy Game

Lectures can make thirty six (36) questions that will be shown from the subject 1 \$100 until subject 6 \$500 as in figure 7. All questions are arranged based on the lesson taught. Through this game, lectures may get more attention for their lesson because students are interested with the sound effect, challenged to answer the question in order to reach high score, and concentrated more to find the correct answer.

5.3 Who Wants to be A Millionaire



Figure 8. Who Wants To Be A Millionaire Game

'Who Wants To Be A Millionaire' as in figure 8 is an application that enables lectures to create an interesting teaching materials through game. Lectures can create the real game as ever performed in television in their own classroom and their own materials. There will be 15 questions presented to the students which start from stage \$100 to \$1 million. When the students can answer one question

correctly means they can go to the next stage until they reach \$1 million. Students can ask help by using 'fifty-fifty' (means teacher will omit 2 wrong answer), phone a friend (student who performs the task can ask help to one of the trusted friend), and ask audience (means the student who performs the task can ask the answer to the class member, then he/ she has to decide the correct answer for the final answer). This interesting game can challenge the students' knowledge. The students will have fun in playing the game while they learn the lesson taught. Beside that they will more focus on the screen, task and lecture because they have to pay attention on any information for not being missed. The existing of sound and picture will attract the students more to focus and understand the material.

From the description of several examples of technology multimedia above it is clear that the use of technology multimedia in the form of games in teaching learning vocabulary will give much benefit for the students. The several advantages are:

1. Improving students' vocabulary knowledge. The existing of video, picture, sound and animation enable the students to learn vocabulary deeply. They will have better understanding because of the visual images.
2. Offering opportunities for practice. It can create an atmosphere in which the students will have fun. The level of anxiety is relatively low that makes the students won't be afraid to practice words they hear, read and see.
3. Building problem solving skills through ideas. Students are challenged to use their ideas for striving to win. Means, they try to produce the answer correctly.
4. Motivating students learning. Students will use their experiences to connect with the real world. For those who likes challenges and those who need additional context for vocabulary acquisition will compete and motivated to do better.
5. Building collaboration. The use of games in teaching vocabulary enables the participants to communicate and collaborate each other. They will be able to share and gain knowledge.

6. Conclusion

Multimedia is becoming an acceptable medium of education in teaching and learning language including vocabulary because it includes many formats such as video, pictures, graphic, print, and audio that make the learning more enjoyable, fun and attractive. It is also a digital format that allows lectures and the students to actively involve with the material or lesson discussed. Thus, the varieties of ways of

teaching vocabulary can be presented by games and other multimedia applications.

Teaching and learning vocabulary with medium of multimedia at PPNS give benefits not only for lectures but also for the students. This is also one of the effective ways to improve the Occupational Health and Safety students' vocabulary knowledge. The lectures can create their own materials based on the needs, purposes, objectives, and the curriculum applied with different methods. Here, the lectures do not have to become expert in computer but at least they know how to create and operate the multimedia materials. While for the students, they will have better understanding in learning vocabularies because the use of computers and internet as a part of modern technology can be an excellent way to attract and engage them to the lessons taught.

References

- Castleberry, G.T., & Evers, R.B. (2010). Incorporate Technology into the Modern Language Classroom. ISC (Intervention in School and Clinic), Volume 45 Number 3, January 2010 201-205. Retrieved August 11, 2012, from <http://search.proquest.com.libproxy.sdsu.edu/pqrl/docview/211722687/fulltextPDF/1387D7614356BAECCAA/1?accountid=13758>
- Ermter, P., Addison, P., Lane, M., Ross, E., & Woods, D. (1999). *Examining Teachers' Beliefs About The Role of Technology in The Elementary Classroom. Journal of Research on Computing in Education*, 32(1), 54-72.
- Erawati, I. (2014). *The Effect of Vocabulary Mastery on Comprehending Maritime English Texts: A Case Study of Seafarers of Nautical Class*. Publication Journal on Magister Scientiae - ISSN: 0852-078X 33. Edition: 35 – March. 2014.
- Finnochiaro, M. (1974). *English as a Second Language: From Theory to Practice*. London: Regents Publishing Company. In Harris, David P. (1974). *Testing English as a Second Language*. New York: Macmillan Publishing co.
- Rodgers, W. technology in the classroom. Retrieved from **Error! Hyperlink reference not valid.**
- Schmidt, A. (2005): *Knowledge Maturing and the Continuity of Context as a Unifying Concept for Knowledge Management and E-Learning*. Proc.of I-KNOW 2005, Graz
- Stahl, S. A. (1998). *Four questions about vocabulary*. In C. R. Hynd (Ed.), *Learning from text across conceptual domains*. Mahwah, NJ: Erlbaum.
- <https://www.hotpotatoes.com>
<https://www.superteachertools.us>

Biodata

IKA ERAWATI got her Master degree from Widya Mandala Catholic University, majoring in English Education. She taught Maritime English at Merchant Marine Polytechnic for about six years. Now, she is a lecturer of Shipbuilding Institute of Polytechnic Surabaya (SHIPS) or Politeknik Perkapalan Negeri Surabaya (PPNS).

The Implementation of Graphic Organizer in Teaching Reading at Second Semester Students of IKIP PGRI Madiun

Brigitta Septarini Rahmasari, Rengganis Siwi Amumpuni

IKIP PGRI Madiun

briggittaseptarini@gmail.com

This research aims at describing the process, the advantages and disadvantages of the implementation of Graphic Organizer (GO) in teaching reading. The type of research applied is a descriptive qualitative research. The research is conducted in English teaching Department of IKIP PGRI Madiun. The sample is class 2B chosen by applying purposive sampling technique. The collecting of the data is done by observation and interview method. To analyze the data, the steps involve classifying the data, interpreting and concluding the data. The result of this research points out that the application of GO consists of three steps, namely, pre reading, whilst reading and post reading. Meanwhile, the advantages are making teaching reading more effective and placing the students in cooperative situation. It can enhance students' confidence and motivation in reading class. Besides, the class becomes active and alive. The disadvantages are not all texts are appropriate with this strategy and the students are noisy. Besides, it is recommended for lecturers to use this strategy for teaching reading.

Keywords: graphic organizer, reading, strategy

1. Introduction

Reading is one of four skills that must be mastered by university students of English Education Program. Reading taught in university becomes demanded skill which students have to master. Through reading, they are able to comprehend the content of the subject matters and catch the information. Thus, it is very important for advanced level students to master reading skill.

Based on preliminary research, students' reading comprehension of 2B, is still low, worrying, unsatisfying, and far from the expectation. It is indicated by the following situations: When they were asked questions, they had no response. They also kept silent during lecturing. They were passive and had no courage to share ideas with their friends and tended to work individually. They were not able to spot or to find the main idea of each paragraph. They had difficulties to differentiate between the main idea and supporting details. They could not identify the unstated information from text. They could not relate one clue to another. And they were not able to recognize the word meanings from the context.

There were three causes of reading problems; from the students, the teacher and the class conditions. First, the students had low mastery of vocabulary. Furthermore, the students had low motivation to learn in reading class. They did not have curiosity and interest on the passage which will be read. The material was too long and too difficult. Besides, some of them often came late to the class. Some others often asked permission to go outside. In addition, students had lack of guided session in group activity. Second, the teacher less monitored the students' activities. The teaching learning process was monotonous. The teacher seldom used various techniques to make the students become better readers. The technique which was applied during teaching-learning process made the students passive. Teacher dominated class with broad oral explanation so that the students faced some difficulties in understanding the passage. The teachers just read the passage and discussed with the whole class so the students did not have time to share their ideas with their friends about the passage freely. Moreover, the teacher's explanation was considered fast. Third, the class condition is not alive, uninspiring and boring. Instead of having made a crowd in the class, students stayed silent when they were in reading class. Badly, when they are asked, most answers would be "keeping silent", "smiling", and "I do not understand." Most of them could not participate actively in reading class. To solve this problem, the researcher uses graphic organizer.

According to Strangman et al. (2003 in Mede, 2010) a graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams (pp.2-4). There are many types of graphic organizers such as venn diagram, fishbone, KWL, and story map. In addition, graphic organizers can help students focus on text structure as they read, provide students with tools they can use to examine and show relationships in a text, and help students write well-organized summaries of a text.

2. Problem Statement

- a. How is the classroom activity for the students when Graphic Organizer strategy is implemented?
- b. What are the advantages and disadvantages of applying Graphic Organizer strategy in reading classroom for the students?

3. Review of Related Theories

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels (Bromley et al., 1999). Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher & Schumaker, 1995). Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Graphic organizers provide students with a structure for abstract ideas.

Graphic organizers help students focus on what is important (Bromley et al., 1995) because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.

The human mind organizes and stores information in a series of network (Ausubel, 1962 in Alverman, 2003). Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information. Graphic organizers serve as mental tools (Vygotsky, 1962) to help the students understand and retain important information and relationships.

Graphic organizers provide an optional way of depicting knowledge and understanding (Sorenson, 1991), so it is particularly beneficial for students who have difficulty with expressing relationship among parts of economic concepts in written word. Students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review (Dunston, 1992). In other words, graphic organizers are beneficial to students' learning inside and beyond classrooms.

Graphic organizers is a series of visual charts and tools used to represent and organize a student's knowledge or ideas. Graphic organizers are often used to help students map out ideas, plots, character details and settings before beginning to write. As part of the reading process, graphic organizers can help a student comprehend what he has read and make comparisons to other pieces of passage. Graphic organizers can be used to: sequence events, analyze cause and effect, compare and contrast and develop concepts in detail. Examples of Graphic organizers are Venn diagram, story web, K-W-L (Know, Want to

Know, Learned) charts, storyboards, word webs, flow charts, cause-and-effect diagrams

4. Research Method

In this research, researcher uses descriptive research. Descriptive research involves collection of technique used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. The data of this research are all information of activities of the students which researcher takes from field note of the observation. There are three sources of the data, that are event, informant, and document.

The researcher is using instruments of collecting data namely observation and interview. Observation is method of collecting data using observation to the subject of the research. The researcher also collected data by conducting interview. The researcher listed questions which the answer can be used to identify the result of the research problem. The result is also to measure the students' comprehension ability on English reading skill. It is followed by data reduction to get the clearer image and to make it easier to be analyzed.

The researcher analyzes the data by describing and discussing the finding in the form of systematic classification. As the last step is drawing conclusion. The researcher draws conclusion about the process and activity of reading teaching-learning, and graphic organizer strategies which are applied by the teacher.

5. Research Finding

1. The procedures of teaching reading by using graphic organizer are:
 1. The teacher gives the GO worksheet
 2. The teacher asks the students to read the story which is given to them and find the meaning of difficult words.
 3. The teacher asks students to emphasize some points of content which are important to be understood by the students.
 4. The teacher asks the students to fill out the graphic organizer worksheet and discuss with their groups
 5. After filling it, the teacher and the students discuss the worksheet. The teacher asks the students to read it while the teacher gives feedback and evaluation to the their answers.
2. The Advantages and Disadvantages of applying Graphic Organizer strategy in reading classroom for the students

Graphic Organizer gives positive impact to the success of teaching reading. Graphic organizer can improve the students'

comprehension. All of the students could answer the questions of text very well. Besides, the students enjoy following the lesson. They look more confident to do the task by themselves. The students are more motivated and excited to learn. They are more active and interested in teaching-learning process. Also, there is an improvement of students' vocabulary. The students are excited to follow this activity. Consequently, their ability on reading subject can be improved and developed.

Graphic organizers enable teachers to show and explain relationships between content and subcontent and how they in turn relate to other content areas. On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations, and conclusions. In short, graphic organizers allow students an active role in their learning.

Meanwhile, the disadvantages are the class becomes noisy and not all of the texts are appropriate with this strategy. They could not completely fill the graphic and they got difficulties in completing the task. Most of them just filled two to three details from four details. It is because they did not read the text carefully.

6. Conclusion

The result of the research shows that the use of graphic organizer in teaching reading can help the students understand the text easily. The improvement of students during teaching-learning process is the students' understanding about the text increases every meeting. Based on the result of the research, it can be concluded that graphic organizer is an appropriate strategy in teaching reading skill of the students.

References

- Alverman, D.E. 2003. The compensatory effect of graphic organizer on descriptive texts. *Educational Research*, 75 (1) 44-48
- Mede, E. 2010. The effects of Instructions of graphic organizer in terms of students' attitudes towards reading in English. *Procedia Social and Behavioral Sciences*, 2, 322-325
- Merkley, D.M. & Jeffreis. 2000. Guidelines for implementing a graphic organizer. *The reading teacher*, 54 (4), 350-357
- North Central Regional Educational Laboratory. Graphic Organizer. Retrieved February 9, 2012 from <http://www.ncrel.org/sdrs/areas/issues/students/learning>
- Robinson, D.H. & Kiewa, K.A. 1995. Visual argument: Graphic organizers are superior to

outlines in improving learning from text. *Educational Psychology*, 87 (3), 455-467
Vygotsky, L.S. (1962) *Thought and Language*. Cambridge: MIT Press.

Biodata

BRIGITTA SEPTARINI RAHMASARI was born in Madiun, East Java. She earned her Master Degree at University of Sebelas Maret Surakarta in 2010. Currently, she is working as a full –time lecturer in English Education Department at IKIP PGRI Madiun. She teaches listening and reading courses.

RENGGANIS SIWI AMUMPUNI was born in Madiun, East Java. She earned her Master Degree at University of Sebelas Maret Surakarta in 2012. She is a full –time lecturer in English Education Department at IKIP PGRI Madiun teaching listening and reading courses.

Facilitating Listening Comprehension: Acquiring Successful Strategies

Ika Farihah Hentihu

*Universitas Islam Negeri Maulana Malik Ibrahim Malang
ikafarihah@yahoo.com*

Abstract

Listening comprehension has often been seen as a passive activity. It is on the contrary, an active process in which the listener must discriminate among sounds, understand words and grammar, interpret intonation and other prosodic clues, and retain information gathered long enough to interpret it in context or setting in which the exchange takes place. In short, listening is a complex activity which requires substantial mental effort. Research into the effectiveness of cognitive and metacognitive strategies has indicated that focusing attention and activating learners' memories is necessary before they are able to internalize linguistics input. It has become evident since preliminary studies in learner autonomy were conducted in the 1970's that successful learners are cognitively engaged in and meta-cognitively aware of their role in the learning process, monitor their learning, demonstrate the capacity and willingness to manage their own learning, seek to create opportunities to learn, and benefit themselves of resources and opportunities for feedback. This article will examine the application of cognitive and metacognitive strategies to the process of second language listening and suggests that teacher can help their students increase their comprehension of spoken English

1. Introduction

This paper will explain ways in which the use of cognitive and metacognitive strategies to organize learning and interact with input can improve learner's comprehension of spoken English, in turn enhance the process of language learning/acquisition. This paper will illustrate ways in which listeners can use strategies to facilitate the listening process, and how instructors can promote the development and use of these strategies in the classroom.

2. Discussion

2.1 Listening Comprehension and Language Learning

Listening comprehension has often been seen as a passive activity. It is on the contrary, an active process in which the listener must discriminate among sounds, understand word and grammar, interpret intonation and other prosodic clues, and retain information long enough to interpret it in the context or setting in which the exchange takes place. In short, listening is a complex activity which requires substantial mental effort.

Listening comprehension as a separate component of language learning and instruction came into its own only after long and significant debate regarding its validity. A large volume of research has demonstrated the critical role of input, and particularly 'comprehensible input' in language acquisition (Krashen, 1982), (O'Malley, 1985), (Dunkel, 1991), (Feyten, 1991) underlining the primacy of the role played by listening comprehension in second language teaching.

It has been widely acknowledged for some time that listening comprehension plays a vital role in facilitating language learning. According to Garry (1975) giving pre-eminence to the development of listening comprehension, particularly in the early stages of language learning (and instruction) provides four main advantages cognitive, efficiency, utility and affective advantages.

The cognitive advantage of an initial emphasis on listening comprehension is that it follows a natural order of acquisition, reflecting the process of first language acquisition. Processing and decoding speech requires recognition knowledge, which are natural initial step; encoding and producing speech require retrieval knowledge, which can only occur after speech has been comprehended and stored in memory. If we insist that learners take learners place what has not yet been thoroughly assimilated into memory, it will result in cognitive overload, and the information will soon be forgotten. This explain to some extent why learners of limited proficiency have difficulty listening for accurate meaning and learning to produce speech at the same time. Short term memory is not capable of retaining all of the necessary information and learners consequently rely on native language habits when forced to speak before they have fully comprehended the input. Not only does placing the emphasis on immediate speech production leave little room for listening, it leaves little room for language comprehension, i.e. understanding meaningful messages so that language can be learned.

Related to the cognitive advantage is the efficiency advantage; language learning is more efficient if learners are not required to immediately produce large portions of the language material to which they are exposed. This allows for more meaningful language use early in the course of instruction, as learners are able to employ the limited resources available in short term memory to the task of deriving and retaining meaning. Furthermore, emphasizing the development of listening comprehension at the outset is more efficient because students are exposed to controlled, 'comprehensible' input from the various sources, rather than from imperfect utterances of classmates. Recall here that the discussion is limited to the comprehension of language input, not the issue of 'ingrained errors' that many instructors erroneously believe to derive from students-student L2 interactions. Controlled listening input in the initial stages of study provides a more realistic and natural model than peer/classmate speech which may be poorly formed, poorly pronounced, or require an inordinate amount of class time to be comprehend.

The third advantage, the utility advantage, addresses the usefulness of receptive skills. Research has demonstrated that adults spend 40-50% of their communication time engaged in listening, 25-30% speaking, 10-15% reading and less than 10% writing (Gilman and Moody, 1984). It seems logical to conclude from this that language learners will make greater use of listening comprehension skills than other language skills. While speakers can use paralinguistic and other means of getting their message across, listeners must adjust to a speaker's rate of speech, accent, and choice of vocabulary. This is perhaps the most salient reason for teaching listening comprehension strategies and provides a rationale for including listening activities throughout a language program, even at more advanced levels.

The forth advantage gained from placing emphasis on listening comprehension is the affective or psychological advantage. Absent the pressure of early speech production, there is potentially less risk of embarrassment to students who are uncertain that they can make themselves understood. When this pressure is eliminated, learners are able to relax and direct their attention to comprehending speech, developing listening skills, and internalizing vocabulary and structure that will facilitate the emergence of other language skills. Moreover, focusing on listening in the early stages promotes a sense of accomplishment and success; this in turn fosters motivation to continue learning (Rubin, 1988)

In short listening comprehension is a set of highly integrated skill, all of which play an important role in the progress of language acquisition

and the development of related language skills. Consequently, an awareness and deployment of effective listening comprehension strategies can help learners make the most of the language input to which they are exposed.

2.2 Listening Comprehension Strategies

O'Malley and Chamot (1990) have validated a body of language learning strategies and developed an accompanying scheme grounded in cognitive theory. Their scheme categorizes strategies as being either cognitive or metacognitive in nature. Meta-cognitive strategies refer to what learner to do to oversee, regulate or direct their learning and include planning, monitoring and evaluating stages, which mirror the pre-task, on-task and post-task activities featured in many texts. Cognitive strategies, on the other hand, refer to strategies used to manipulate the input or material, or to apply a specific skill or strategy to a particular task. A third category, socio-affective strategies, refers to learning that take place during cooperative interaction with classmates, question addressed to the teacher, or techniques for the reduction of anxiety.

While second language strategy research has generated an enormous amount of interest in recent years, the numbers of studies which investigate the use of strategies in listening is even more limited (Rubin,1984). Nevertheless, recent studies on the differences in strategy use between relatively more and less effective listeners underline the potential metacognitive strategies p the use of metacognitive strategies possess for enhancing second language listening. Although the research base is limited, preliminary evidence suggests that the use of metacognitive strategies helped students manage their learning more effectively, and thus capitalize on the input they receive to improve their task performance.

2.3 Problem and Solutions

In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too exclusively with theorieswithout thinking about their application to teaching, or by obstinately following frozen routines-opening the textbook and explaining new words, playing the tape recorder, and asking/answering questions. It is essential for a teacher to have an overall understanding of what listening is, why it is difficult for foreign-language learners, and what some solutions may be. The vital question is how to bridge the gap

between an analysis of listening and actual classroom teaching. Willis (1981:134) lists a series of micro-skills of listening, which she calls enabling skills. They are:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panicking
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse markers, e.g., Well; Oh, another thing is; now, finally; etc.
- recognizing cohesive devices, e.g., such as and which, including link words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting
- understanding inferred information, e.g., speakers' attitude or intentions

What are some listening problems? The evidence that shows why listening is difficult comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting. Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the student. Also, in a spontaneous conversation speakers frequently change topics. The content is usually not well organized. In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc. Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like. Linguistic Features. Liaison (the linking of words in speech when the second word begins with a vowel, e.g., an orange /@nOrIndZ/) and elision (leaving out a sound or sounds, e.g., suppose may be pronounced /sp@uz/ in rapid speech) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks. If listening materials are made up of

everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning. Ur (1984:7) points out that “in ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as I mean or you know.” This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students’ level. It may make it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to “tune in” to the speaker’s voice and speech style. Learners tend to be used to their teacher’s accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents. Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

2.4 Development of Meta-cognitive Awareness

In addition to the preliminary evidence on strategy instruction presented above, research has indicated the potential metacognition holds for developing what might be termed a metacognitive strategic awareness among learners. This approach will combine metacognitive awareness of the available options and self-regulation strategies with cognitive strategies for interpreting and manipulating linguistic input to increase comprehension.

Means of introducing such that approach to learners are varied. At the introductory level, a presentation of strategies, the role in language comprehension and a survey of the skills students employ is suggested. Another means that has been suggested is to give the students a text or listening passage, and promotes the strategy of selective attention.

2.5 The Listening Process

The sequencing of listening tasks into pre-listening, task-listening and post-listening sections has been a mainstay in the teaching of listening comprehension for better of last years. The orientation is pedagogically sound, and so far as it serves to direct learners toward a consistent approach to planning, monitoring and evaluating their comprehension, highly advisable. If listening tasks are designed in such way as strongly encourage learners to make consistent use of particular strategies at appropriate points in the listening process in order to comprehend the input, and this approach is used systematically, learners will in the end have chance of improving their listening ability.

The pre-listening component should include activities that prepare learners for what they will hear, what they will do, and how the task can be approached. Initially students need to make conscious and knowledge they have the content, background, setting, participants and goals or purposes of the exchange they will hear, and the vocabulary to be used in that setting or situation. Next, a purpose for listening must be established: what information is required, and in how much detail. Finally in which the task might be approached can be presented and weighed before listening begins.

Post-listening activities provide an opportunity for learners to evaluate their level of comprehension, compare and discuss strategies and reflect on alternative approach to the task. Pair, small group or class discussion, in the students' first language where necessary, are the simplest way to encourage this. More important than getting the right answer the answer obtained, as this knowledge can become part of the students' skills and applied to successive tasks and in other contexts. The connection between pre-listening and post-listening also needs to make explicit, so that learners can develop the ability to better prepare for and predict what they will encounter by broadening the range of strategies they employ. Performance checklist or listening process can provide a good starting point for discussions. Such approaches encourage students to reflect on the steps taken at various points in the listening activity by themselves and their peers, and enable them to see which strategies they employ most frequently, and which they tend to neglect. Discussing their approach with classmates whose approaches to listening differ should help students adjust their strategies and broaden their skills repertoire. In the process of doing so, and applying what they have learned from their peers, learners should gain access to more

language, making content more comprehensible. Here are the effective strategies:

1. Confirm your predictions. Strategies : ask questions, remember information, evaluate, monitor, predict, compare & contrast, ask for confirmation
2. Paraphrase. Strategies: remember information, use the language, highlight, summarize, evaluate, monitor.
3. Assess Your Success. Strategies : selectively attend, evaluate, monitor, verify, record
4. Note Down what you remember. Strategies : direct attention, selectively attend, remember information, use the language, monitor, record
5. Read and Check. Strategies : use the language, confirm, compare, evaluate, monitor, remember information
6. Listen and Read. Strategies: direct attentions, selectively attend, remember information, use the language, evaluate, monitor, and record.
7. Listen, Read and Repeat. Strategies : direct attention, selectively attend, imitate, remember information, use the language, monitor, evaluate
8. Organize and Record New Vocabulary. Strategies : take notes, selectively attend, remember information, record
9. Evaluate the Success of Your Strategies. Strategies : Selectively attend, remember information, use the language, evaluate, monitor, record
10. Evaluate Your Learning. Strategies : Self-management, Selectively attend, remember information, use the language, evaluate, monitor, record
11. Use the Vocabulary. Strategies : Remember information, use the language, summarize, transfer
12. Confirm and Clarify Your Understanding. Strategies : ask questions, remember information, problem solving, use the language, evaluate, monitor

By adopting a cyclical approach to listening in which pre-listening, on-task listening and post-listening activities, each of which in turn incorporate appropriate, viable complementary strategies, we are encouraging students to listen to confirm, as well as to comprehend. The approach engages students in the tasks more deeply, as they have

posited something and are listening to confirm prediction, not simply to gather information.

3. Conclusion

Listening should be presented to learners, particularly beginners, as a cyclical rather than as a linear process, as students all too often tend to view it in the latter terms. Interpreted properly “Could you play the tape again?” might seem to indicate a linear approach; if we present the tape as a loop, it may in fact encourage learners to take a different view of the process of listening. It is facility with the process, not simply the final product that indicates the development of viable skills that will enable comprehension in other settings and situations. An emphasis on listening comprehension which incorporates awareness-raising at the metacognitive level will help learners more successfully capitalize on the language input they receive and, theoretically, lead them to achieve greater success in other areas of language learning.

References

- Dunkel. P.A. (1991). Listening in the Native and Second/Foreign Language: Toward an Integration of Research and Practice. TESOL, Quarterly
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamom Press
- Robbins. (2000). *The Learning Strategies Handbook*. London: Longman
- Rubin, J. (1988). *Improving Foreign Language Listening Comprehension*. ERIC Clearing house on Languages and Linguistics. Washington DC: US Dept of Education
- Vandergrift. L. (1997). The Cinderella of Communication Strategies: Reception Strategies in Interactive Listening. *Modern Languages Journal*

Cultural Transfer in EFL's Writing Class

Mira Shartika, Lina Hanifiyah

Faculty of Humanities

Department of English Language and Letters

Maulana Malik Ibrahim State Islamic University Malang

mira.shartika@gmail.com; linahanifiyah@gmail.com

Abstract

Writing in English is generally a challenging task for most non-native students because they are expected to follow the rhetoric of English, which is usually different from the rhetoric in their native language. According to Kaplan, "the thought patterns which speakers and readers of English appear to expect as an integral part of their communication is a sequence that is dominantly linear in its development" (1966, p. 13). Nevertheless, similar to common Asian people, the thought patterns of most Indonesians are considered as "... an approach by indirection" (*ibid*, p. 17). In Asian culture, being direct would be considered impolite. The differences in the thought patterns might hinder these students to write well in English. This is when cultural transfer is likely to happen. Students' writing will naturally be influenced by students' background culture. This research is aimed to investigate cultural transfer done by Indonesian students when they are writing English essays. Qualitative method is used to examine the short expository essays written by 30 English Department students at a State Islamic University in Indonesia. The data concludes that several students' essays are influenced by their L1 thought patterns and first culture. These students have a big tendency to do so even though they have been introduced to appropriate English writing style.

Keywords: thought patterns, writing essays in English, cultural transfer.

1. Introduction

1.1 Contrastive Rhetoric

"Contrastive rhetoric examines differences and similarities in ESL and EFL writing across languages and cultures as well as across different contexts as education and commerce" (Connor, 2002, p. 493). The popularity of this area emerged when Kaplan (1966) proposed his idea that paragraph development in English is different from that of other languages'. The differences are caused by the different thought patterns that native speakers and EFL/ESL learners have. The conclusion was drawn based on Kaplan's analysis towards English compositions written by English students and various international students. The distinctive thought patterns suggested by Kaplan can be described in the following graphic:

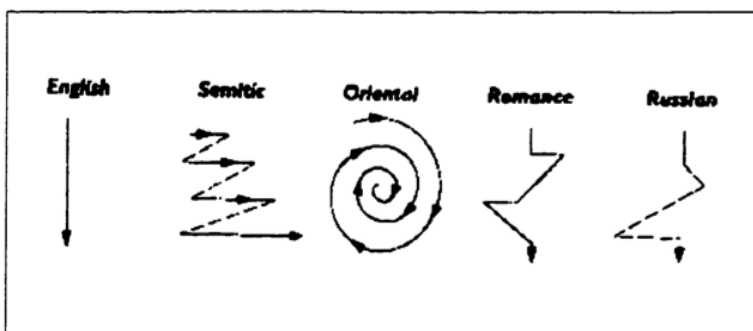


Figure 1. The cultural thought patterns of different linguistic systems (Kaplan, 1966)

According to Kaplan, the typical expository paragraph in English flows like a straight line from beginning to the end of paragraph. Nevertheless, other linguistic systems have quite distinctive paragraph flows that are strongly influenced by each culture's thought pattern. In Semitic languages, the paragraph moves in zigzag line to represent parallelism. In Oriental pattern, the line flows in a circular way. This description indicates the indirectness in order to reach the main point. The Romance and Russian patterns are almost the same. Both patterns show that some ideas in the paragraphs do not relevant to the intended main point. However, regarding the lack of linearity in other patterns of paragraphs, Kaplan does not intend to undermine the international linguistic systems. He suggests that English' paragraph development, although different from the others, "is not a better nor a worse system than any other, but it is different" (p. 12). Therefore, teachers of second/foreign language acquisition need to be sensitive of this issue as a means to accommodate the differences to the students.

After the appearance of Kaplan's article, several researchers who have the same interest in contrastive rhetoric area (e.g. Connor, 1997, cited in Cahyono, 2000; Leki, 1991, Liebman, 1992) showed strong criticism. The 1966's article, well known as a "doodle article", was criticized because Kaplan had overgeneralized terms such as *Oriental* (Connor, 1997, cited in *ibid*). Furthermore, Connor argues that Kaplan was mistaken for representing several foreign linguistic systems on ESL students' compositions. Another criticism, which was proposed by Leki, asserts that Kaplan's contrastive rhetoric was drawn only on the writing product without taking into consideration the process of producing the text and the rhetoric the writer use in his native language (1991). Supporting the previous criticism, Liebman (1992) argues that, "Kaplan believed that texts reflected culture, yet the cultural context that produced these texts was not explored" (p. 143).

In respond to the criticism, Kaplan wrote another article in 1987 (as cited in *ibid*) maintaining the certainty of his original idea. Furthermore, he also argues that any language has possibilities to own its rhetoric (1987,

1988, as cited in *ibid*). Nevertheless, “the forms do not occur with equal frequency; the “preferred cultural patterns” (Ostler, 1990 and Connor & McCagg, 1987) are the modes which are most likely to be used” (as cited in *ibid*, p. 14). Despite all the criticism, Kaplan’s articles have motivated a number of researchers to study contrastive rhetoric in several specific contexts in ESL/EFL areas.

Contrastive rhetoric studies have been conducted in years in different languages and contexts. Some of the studies are conducted in Arabic (Rass, 2011), Chinese (Mohan & Lo, 1985), Hindi (Kachru, 1988, cited in *ibid*), Japanese (Hinds, 1990, cited in *ibid*), Thai (Indrasuta, 1988, cited in *ibid*; Bennui, 2008), and Vietnamese (Soter, 1988, cited in *ibid*). In Indonesian context, contrastive rhetoric has been researched by a number of scholars. Among them are Cahyono (2000); Ignatius (1999), Kartika (1997), Latief (1990), Sulistyaningsih (1997) which are all cited in Cahyono (2000) and Kuntjara (2004). All scholars conducted research which varied in argumentative, expository, persuasive, academic writing and newspaper articles, except for Kuntjara. The latter researcher conducted research not only in contrastive rhetoric, but also in cultural transfer of English compositions written by Indonesian people.

1.2 Cultural Transfer

1.2.1 Indonesian Rhetorical Strategies in Writing

Indonesia is a multicultural country. Every ethnic/subculture in Indonesia has its own local language and, of course, unique traditions. In order to unify the multi ethnic and make easy for them to conduct conversation, Bahasa Indonesia was declared in October 28, 1928. This language is almost similar to Malay language, but has a lot of differences in grammar, structure, pronunciation, and vocabularies. As a national language, Bahasa Indonesia has been taught in all educational institutions from primary to higher education for years. Nonetheless, Bahasa Indonesia does not have “any significant formal instruction for writing” (Kuntjara, 2004, p. 2). Furthermore, in her interview with one of graduates from Indonesian high school, Kuntjara reported that during her high school period, the students were taught “mostly Indonesian grammar, reading, and some theories on literature” (p. 2). Furthermore, another student stated that, “she got some guideline from her primary school teacher that writing should consist of introduction, contents, and conclusion”. Also, another student mentioned that the teachers usually give some model paragraphs, but they rarely assign students to write essays (p. 30). Thus, it can be concluded that there is no perspicuous standard or guideline in Bahasa Indonesia’s writing.

1.2.2 Circular Thought Pattern

According to Kuntjara (2004, p. 3), generally, “Indonesian speakers are very conscious of the relationship they have with their interlocutors”. They want to respect people, especially the older ones. This culture is

brought in the writing form. In most compositions written by Indonesian people, especially those coming from Javanese ethnicity, they do not want to be too direct because it will hurt people's feelings. Geertz asserts that Bahasa Indonesia is "a highly contextual language" that influences its language user to state their intention implicitly and indirectly (cited in *ibid*, p. 4). Consequently, they tend to move their arguments to a circular pattern until they come to the main point. Indonesian readers might have very little problems with this style of paragraph development. However, this may cause a serious understanding if the audiences come from English-speaking countries. It is because the circular pattern is in contrast to the linear pattern that common English readers expect to see in a written form, such as an essay (Kaplan, 1966).

1.2.3 Writer-reader Relationship in Indonesian Writing

There is also likelihood to represent a majority of group in the society in Indonesian writing style. Thus, the use of subject "we" is acceptable, although actually the writer is representing himself. Regarding this phenomenon, Kuntjara maintains that, "In one sense, the person will look modest, but in another sense he/she may lessen the responsibility of proposing that statement as his/her own idea" (p. 4). Therefore, in order to diminish any conflicts, including with the readers, Indonesian writers generally use subject "we". The English pattern, on the other hand, demands clarity than ambiguity in order to lead to empirical action (Stewart, as cited in Kuntjara, 2004, p. 4).

2. Objective of the Research

The objective of this research is to examine as well as to describe the cultural transfer that is likely to happen in EFL students' expository essays in Writing II course at Maulana Malik Ibrahim State Islamic University.

3. Significance of the Study

The study is significant to examine any cultural transfer appear when Indonesian students write expository essay in English.

3.1 Research Methodology

3.2 Subjects and Context

The subjects of this research were the second year students in the English Department in Maulana Malik Ibrahim University Malang, Indonesia. All students took Writing II course in the fourth semester. The class consisted of 31 students, 8 males and 23 females. By joining the course, students were expected to recognize as well as to be able to write various short essays in English consisting of narrative, descriptive, and expository essays. During the course, students were introduced to several necessary techniques to write proper essays in English. The

instructor assisted the students during the drafting, revising, and editing processes. Meanwhile, corrective feedback was frequently provided for the students.

3.3 Data Selected for Analysis

Each student wrote three essays from different genres, including narrative, descriptive, and expository essay. It would be interesting to analyze all the essays. However, time was the primary consideration to conduct this research. Therefore, only one type of essay was selected for the analysis, which was the expository essay.

3.4 Analysis Procedure

Qualitative research methods were employed in order to help the researcher to examine the influence of the writers' culture on their writing in English. The essays were randomly selected for deeper analysis. The topics of essays were not chosen for students. They were given opportunities to choose any topics for their expository essay. The data analyzed contain the form and content of writing. Then, the essays were analyzed regarding any problems caused by the transfer of the first culture. The problems included the Indonesian writing rhetoric, thought pattern, and writer-reader relationship. After that, the researcher generalized the problems. When the researcher found any essays that were not match with appropriate writing pattern in English, the essays would be categorized as the ones which had undergone cultural transfer.

4. Results and Discussion

4.1 Circular Thought Pattern

According to Ignatius (as cited in Cahyono, 2000, p. 21), Indonesian students' essays do not follow the linearity that is expected by English audience. Rather, they tend to be indirect by using circular pattern and irrelevant details. The following student's essay describes Ignatius' points of digressive details. The writer uses a lot of ineffective sentences to describe the main point.

In big cities, the development of factories is moving faster. Industrial cities can have louder noises than residential cities. For example, if we visit Surabaya, Gresik, and Sidoarjo we will find many factories. Such as PT Aneka Food Tatarasa, PT. ALUMINDO LIGHT METAL INDUSTRY, BANGKIT ANUGERAH SENTOSA, CV Langgeng Tehnik, and many others. So fast right? And of course it occurs twenty four hours every day. This is not possible a factory is not noisy moreover do not give pollution. Most of people who ever visited Surabaya said that Surabaya is very hot, also Sidoarjo and Gresik. It is not only in big cities but also in small city as like Malang. In Gasek-Karangbesuki also has plastic industry and tofu industry. Even tough these are small and do not

occur twenty four hours everyday but they make noise pollution also.

The next essay does not consist of too many details. The paragraphs are quite short and do not contain any circular points. Nonetheless, some digressive developments do appear.

City is an area that is represented by a group of houses and has a range of facilities to support citizen's life, but a lot of people think that living in the city has many disadvantages such as ; pollution, traffic jam, and crowded situation. Beside that, living in the city also have advantages for economy, education, and health reasons.

First advantage is Economy. Economic condition in the city better than the one in the village. Because, in the city a lot of job opportunities. Besides that, if we work in the city we can get higher salary, we can open a job opportunity for others people, and can improve the quality of human resources.

The writer's introduction is very clear. The thesis statement announces that there will be three body paragraphs which discuss the advantages of living in the city. Nevertheless, the topic sentence in the first body paragraph is quite unclear. This is due to grammatical problem that the sentence has. Yet, it can be understood that the writer intends to describe the first advantage of living in the city, which is viewed from the side of economy. The first and second supporting sentences are relevant to the topic sentence. However, the rest of the sentences are not related to the topic sentences. English audience might expect to read 'what happen with city people when they see that there are a lot of job opportunities' or 'whether the wider job opportunities will raise their income and improve their economic condition'.

4.2 Writer-reader Relationship

Indonesian people, especially Javanese, are closely related to communal feeling. It is, therefore, people will feel safer to represent any ideas on behalf of the society or the majority of any groups exist in the society. It is because generally "people admire uniformity, conformity, and harmony" (Suseno, as cited in Kuntjara, 2004, p. 4). This also appears in the writing form. There is a big tendency for most Indonesian people to use subject "we", instead of "I". The following paragraph gives illustration to the element of communal feeling:

The first advantage of living in the city is citizens are easier to find jobs. Because economic development in the city is very fast. We have a chance to get a job with good salary. big companies

around there. It is good for us because we have more options to choose the best one company as we need.

It can be clearly seen from the text that the student refers to “we” and “us” all the time. There is no “I” at all in the paragraph, as if he avoids using “I” in the text. Seemingly, the student wants to be objective by taking part in the position of the majority of job seekers who live in the city. Nevertheless, this is in contrast to the expected style of paragraph writing in English, which is more subjective, because the writer plays an important role on the text and has full responsibility of what he/she writes. According to Hinds, English is a subject prominent language which grammatical structure subject-predicate describes primary importance (1987, cited in Kuntjara, 2004).

Another example of avoiding the prominent use of “I” is shown in the following paragraphs.

Perfume is one of fragrances that I usually use. I even collect some perfumes which have different smells. Some of my favorite fragrances are from nature.

First is fragrances from flowers; rose, jasmine and lavender. Those flowers have different type of smells. Flowers's fragrance are safe, durable, calm and it's usually has soft smell. Smell can influence our mood. If the smells are good, our mood can be positive. The rose itself has different typical of smells, it can boost a romantic moment. Also, jasmine has good smell. It can make a feminine and romantic feeling when we use it. Lavender's aroma is calm. It makes us easier to sleep. Also, when we use lavender perfume, we will feel relax.

At first, in the introduction, the writer explicitly mentions that the thesis statement refers to her favorite fragrances. Thus, naturally, the readers expect the writer to describe more about her preferred scents. Nevertheless, the following paragraph does not seem to fulfill the readers' expectation. This is shown by the use of “we”, “our”, and “us”, which mean that the writer no longer discusses her favorite fragrances. It seems that the writer is aimed to represent many people's feeling towards certain scents. Yet, this will mislead the readers. In order to apply English rhetoric, the writer should use “I” because she is describing her favorite perfumes and how the perfumes influence her feelings.

5. Conclusion and Recommendation

From the research, several conclusions can be drawn. First, cultural transfer is likely to happen in several students' essays. Some students use “we” instead of “I” to express the communal feeling, and write essays with indirect approach. Yet, these phenomena cannot be

found in all essays. It is likely that several students are aware of the use of prominent subject "I" and how to apply direct approach in their compositions. Second, it can be seen from students' texts that common Indonesian rhetoric is indirect, uncertain, and rather impersonal. However, future research needs to conduct in order to investigate whether all Indonesian writings have the same rhetoric. The subculture referred in this research is mainly Javanese. Therefore, Indonesian culture in this research is primarily influenced by Javanese subculture. Moreover, in the future research, introducing English writing style to students need to be taken into consideration. It is highly probable that partial cultural transfer exist because students are already familiar with expected pattern of English writing. According to Kuntjara (2004), "Perhaps giving students to develop their own way of writing in English and using their own style without the interference from their writing teacher's instruction may reveal more" (p. 8).

References

- Bennui, P. (2008). A study of L1 interference in the writing of Thai EFL students. *Malaysian Journal of ELT Research*, 4, 72-102.
- Cahyono, B. Y. (2000). *Rhetorical strategies in the English and Indonesian persuasive essays of Indonesian university students* (master's thesis). Retrieved from Proquest database.
- Casanova, C.P. (2003) Looking ahead to more sociopolitically-oriented case study research in L2 writing scholarship (But should it be called "post-process"?). *Journal of Second Language Writing*, 12, 85-102.
- Connor, U. (2002). New directions in contrastive rhetoric. *TESOL Quarterly*, 36(4), 493-510.
- Kaplan, R.B. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16(1-2), 11-25.
- Kuntjara, E. (2004). Cultural transfer in EFL writing: A look at contrastive rhetoric on English and Indonesian. 6(1), <http://search.proquest.com/docview/236636635?accountid=13771>
- Leki, I. (1991). Twenty-five years of contrastive rhetoric: text analysis and writing pedagogies. *TESOL Quarterly*, 25(1), 123-143.
- Liebman, J. (1992). Toward a new contrastive rhetoric: differences between Arabic and Japanese rhetorical instruction. *Journal of Second Language Writing*, 1(2), 141-165.
- Mohan, B. A. & Lo, W. A-Y. (1985). Academic writing and Chinese students' transfer and development factors. *TESOL Quarterly*, 19(3), 515-534.
- Rass, R. A. (2011). Cultural transfer as an obstacle for writing well in English: the case of Arabic speakers writing in English. *English Language Teaching*, 4(2), 206-212. doi: 10.5539/elt.v4np206

The Implementation of Teaching ESP: Problem and Solution

Justsinta Sindi Alivi

*Maulana Malik Ibrahim State Islamic University of Malang
justsinta.sindi@gmail.com*

Abstract

Teaching English as foreign language is an essential course to be given to the students from any fields of study. The development of technology and communication has insisted the student to have good English skills. Hence, almost all universities, especially in Indonesia, have designed and implemented the course of teaching English for specific purpose (ESP) to prepare the students facing the global era. The purposed design of teaching ESP for each university may vary each other. It can be either for students' academic purpose (EAP) or students' occupational purpose (EOP). The emphasis of "purpose" in teaching ESP distinguishes it from teaching general English, and requires it to adjust to students need. In this condition, the evaluation of teaching ESP is considerably required to discover whether the implementation of teaching ESP has fulfilled the ESP concept and procedure. Therefore, a survey is conducted by giving questionnaire to some ESP lecturers in some universities in Malang. It is intended to identify the problems of teaching ESP in general. The result of study found that the biggest three problems faced in teaching ESP are on the aspects of students, material, and syllabus.

Keywords: English for Specific Purpose (ESP), problems

1. Introduction

English has become the most essential language as a communication tool in the globalization era. People are required to be skillful on English to provide them the ease in international communication and interaction in all aspects from educational, political, technological and business purpose. As the aim, English for specific purpose (ESP) emerge to occupy the condition. Hutchinson & Waters (1987: 6) explain that teaching ESP has become known since the late 1960s both theoretical and practical. It was as the effect of world war in 1945 that resulted to the expansion of scientific, technical, and economic activity on an international scale. The condition encouraged mass of people to learn English, as an International language, and as the key to International commerce.

In Indonesia, English has been introduced since elementary school as foreign language. The learners are trained to communicate using English in daily life. The aimed competence is to achieve general knowledge of English, or called as English for general purpose (EGP). However, teaching ESP is different to EGP. EGP requires learners to have competence to English skills as listening, speaking, reading, and writing, and also sub-skills like grammar, vocabulary, and pronunciation (Sifakis, 2003 as cited in Widodo & Pusporini, 2010: 148). Further, Sifakis describes that in teaching ESP, the learners not only need to have EGP competence, but also knowledge skill (to acquire specialized or context knowledge and specific target language) and vocational competence (the ability to perform workplace professional task). Dudley-Evans and St. John (1998, as cited in Basturkmen, 2010: 13) mention that ESP is centered not only on skills, but also language (grammar, lexis, register), discourse and genres. The principal key of ESP to be distinguished to EGP is that teaching ESP is grounded based on the students need. Hutchinson & Waters (2010: 18) define ESP as a language-centered approach with a designing course to meet learners' need and interest, and to improve their motivation to make learning better and faster. Basturkmen (2010: 65) explains that ESP course purpose is to help learners with the demands of their target workplaces, professions or academic disciplines. Since teaching ESP is required to fulfill the learners' need, the preparation should provide specific syllabus, materials, method of teaching that come to the real-life context that is specified to their target specialist area.

Robinson (1991: 2-4) mentions some criteria of ESP as follows:

- ESP is goal directed. The students study English for study/academic (EAP) or work purpose (EOP).
- ESP course is based on need analysis. It purposes to specify as closely as possible the student's initial need and learning need.
- There is a clear specified time period for the course.
- The students on an ESP course are likely to be adult rather than children. However, ESP can be taught also to beginner students with basic knowledge of language system (Dudley-Evans & St. John, 1998 cited in Andriani, 2014: 33.)
- ESP courses may be written to the class that involved in the same kind of work or specialist studies.

The criteria of ESP above are the fundamental situation that should be followed in designing ESP course, so that the course objective and learners' objective can be achieved. In addition, based on the description, it is concluded that teaching ESP is learner-centered. Every preparation and consideration is in accordance to the learners' condition.

The requirement of specific learners' need in ESP has been a challenge for the teacher to reach successful learning objective. Andriani (2014) summarizes some literature review related to problems of teaching ESP in higher education. The first problem is teaching

pedagogy, it deals with unclear theoretical basis of ESP whether it should be a practical skill or knowledge capital. The second is the teachers. They are sometimes trapped to teach general English and do not use an authentic context. The role of teacher to decide who the better one either language teacher or subject teacher to teach ESP is also a matter. The third problem is the design of the course. It is hard to manage too many materials to be mastered in a limited provided time. The challenge is also on the requisition of need analysis that includes a lot of information such as environmental situation, learners' need and lack, learner language ability and professional context. The next is students' ability. Due to lack of knowledge of basic language use, the students had burdens in reading, vocabulary, writing, and grammar. The last is students' need that sometimes is not achieved yet.

Furthermore, Robinson (1991: 82) mentions problems in teaching ESP include large classes, mixed ability students in the linguistic level, lack of students' motivation, and teacher status and condition (language teacher or subject teacher).

The investigation of challenge of ESP course from students' point of view was conducted by Helsvig (2012) at Faculty of Electronics and Informatics by a survey. It was found that the 46% students felt that the course had satisfied their learning need, 46% thought the course partially fulfilled their need, and 11% stated the course unfulfilled their need yet. Some students also stated that the course period was too short.

In accordance to the problems above, further investigation related to problems of teaching ESP in other area is conducted in this research. The aim is to get more information of problems faced by the ESP teacher in general. Therefore, possible solution can be set and recommended as the way out.

2. Research Method

This study employed survey to gather information dealing with problems faced by ESP lecturers in three Universities in Malang. Each university has different condition and concept of ESP course program. University A conducted ESP course in the first and second semester for 6 six credits – 2 credits of speaking, 2 credits of reading 2 credits of listening (first semester) and writing (second semester). University B conducted the course in the third and fourth semester for 3 credits. University C has the course in the first semester or second semester (scheduled by the institution) for 3 credits. Open ended questionnaires were handed out to 22 respondents. The delivered questions were referring to the availability and problems on need analysis, evaluation, syllabus, material, textbook, students, teachers, and media.

3. Findings and Discussion

3.1 Problems in teaching ESP

The result of questionnaire is presented in Table 1. In the research method, the writer describes that there are 22 respondents from three different universities. Although each university has different situation, the writer found the similar problems and almost the same numbers of responses in each aspect in the three universities. Therefore, the data is reported as a whole as follow.

Table 1: The questionnaire result of teaching ESP problems

Problem	Percentage (%)
Need Analysis	23
Evaluation	0
Syllabus	45
Material	59
Textbook	41
Students	68
Teacher	41
Media	23
Other aspects	0

According to the data, the most problem in teaching ESP is students 68%, followed by material 59%, then Syllabus 45%, textbook 41%, teacher 41%, need analysis 23 % and media 23%. Only evaluation is not a problem of the course. Considering the result of questionnaire, it is concluded that ESP teacher possess difficulty in almost all course aspects.

In the students' aspect, the respondents mostly have difficulty to overcome students' motivation. The students tend to show lack of motivation to the course even some of them give less attention during the teaching learning process. The large class is also the problem. The main problem in this aspect is that the class has various level of students language ability even a lot are still low in the basic language knowledge. The condition becomes interference for the students with high level of language ability and the teacher to design the material and teaching method.

The problems in material include the difficulty to find the authentic material, especially in reading text that should meet to students need in specific purpose. The condition sometimes forced the teacher to provide irrelevant material to the students' specified areas, and it is still far to the authenticity.

The respondents possess problem in syllabus since their institutional syllabus still provide unspecific topic/content. Some of them even describe that the syllabus content do not meet to the students' need yet. The syllabus is too general. One syllabus is for all disciplines of subject. This condition is also a reason of material problem.

The respondents institutions have already provided designed textbook. However, some of them revealed that some materials in the

textbook do not relate to the syllabus. The terminologies in the texts are considered too complicated for the students which mostly are still in low level of language proficiency. Although the institutions have provided the printed designed textbook, the teachers rarely use it due to considered too high level and some say too old fashioned – not interesting.

All respondents are language teacher. Their background knowledge of most specified subject is limited. It becomes an obstacle for them to provide the students' specified knowledge. Some of them also mention that they sometimes still use monotonous method in teaching. They demand more training to improve their knowledge and skill in teaching.

In media aspect, all respondents' institutions have provided complete facility of media for LCD projector in each classroom. However, some of them were sometimes in problem, or off. Especially in teaching listening, the availability of audio speaker is also limited, and some are broken. No quick reparation becomes a hindrance for them to delivering material.

All respondents state that they did need analysis. However, most of them conduct pre-test only to know the students language level. Only two respondents have interaction and gather information to the department staff. In means that, their need analysis is still not sufficient to occupy information dealing with students need and interest. Some of respondents confirm that the lack availability of time is the main reason not to be able to conduct good need analysis.

3.2 Discussion and Possible Solution

Considering to the problems of teaching ESP in the previous problems, the main matter is on the implementation of need analysis. Insufficient learners' information in need analysis affect to almost aspects of ESP. Need analysis is the core aspect in teaching ESP course. It is as the first stage to obtain students' need in learning the course. The result of need analysis is later used as a basic source to design the course, syllabus, textbook, material, assessment, and teaching methodology. In the finding, the teachers state that they have not enough time to analyze the students need completely. In this condition, there should be cooperation between teachers, students, administration officers and also more support from institutional government to design the better ESP course.

The questionnaire found that the teachers have problem to get along with the students' subject area. Being ESP teacher is indeed not an easy work. The teacher should not only master the language knowledge but also subject knowledge of the students. It has been a dilemma to decide which one is more effective between the two types of teacher to take the post. Language teacher knows more in language competence yet low in subject competence. Subject teacher masters the subject

knowledge but sometime is also still low in language competence. However, Hutchinson & Waters (1987: 167) suggest that the more effective ESP teacher is not should be a subject teacher, but a language teacher who has interest to subject matter. Therefore, improving knowledge dealing with subject matter is advisable. Čoupková (2014) suggests that the ESP teacher does not need to be a specialist in the field, but should have sufficient knowledge to the topic. In addition, Helsvig (2014) and Hutchinson, & Waters,(1987: 168) advise that there should be cooperation between language teacher and subject teacher, in which the subject teacher should help to discuss the matter and study experience with students outside the classroom.

Low motivation and varied language ability level of students are the most problem found in the study. Their lack interest possibly appears due to the unattractive method used by the teacher. Problem of large class is also difficult to overcome since it relates to the institutional policy. One possible solution to those problem is by providing interactive and enjoyable methodology in the heterogeneous and large class to encourage students' learning motivation (Hutchinson & Waters, 1987: 167). In this condition, it is homework for the teacher to improve their teaching. More teaching training is highly recommended to take. However, the training should not only on the matter of methodological, but Ewer (1983, as cited in Robinson, 1991: 94) mentions some other components such as attitudinal, conceptual, linguistic, and organizational.

The problem of syllabus apparently gives affects to textbook and material. The unspecific syllabus topic that is not relevant yet to the students need make the teachers have difficulty to find appropriate materials and tasks for the students. The high terminologies of texts in the textbook also insist the teachers to do not use it and prefer to find the other texts. Kierman (2005, cited in Widodo, 2014b: 296) recommends that classroom tasks should reflect real-life tasks, which involve real words contexts of language use and the tasks should be mediated by authentic language use. Widodo (2014a: 144) also suggests that designing ESP materials should consider the variability of the different groups of learners, the text should be mastered by the teacher, the material should cover reading activity and task, and should cover social context. Dealing with teacher difficulty to find relevant materials with students' need, the teacher is advisable to invite students' engagement in selecting the texts by using navigating authentic texts online or digitally (Widodo, 2014b: 302-303). In this condition, the teacher's role is explaining the criteria of good texts, and scaffolding the students in selecting and evaluating the texts they need digitally. The strategy found that it builds students motivation, learning autonomy, active engagement.

4. Conclusion

Teaching ESP provides some challenges to the teacher since the application should fulfill the students need. The appearance of problems might come due to a problem in need analysis. The teacher should improve their professionalism in both language knowledge and subject knowledge to enable encouraging students' motivation. The syllabus should be more specific and designed into different subject study. The teachers (either between language teachers, or language teacher and subject teacher) who teach in the same field of study should cooperate to design the appropriate materials and tasks. And the last, having more evaluation dealing with course, syllabus, material, and methodology is recommended to reach the successful of ESP course objective.

References

- Andriani, G. (2014). Problems in teaching English for Specific Purposes (ESP) in higher education. *NOBEL Journal of Literature, Language, and Language Teaching*, pp.30-40.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. New York: Palgrave Macmillan.
- Čoupková, E. (2014). *Innovation of 'English for Mathematician' courses-challenges of a subject specific approach*. Retrieved from <http://is.muni.cz/do/1496/impact/obsah/ka2/2013-liberec/prispevky/Coupkova.pdf>.
- Emery, H. & Moore, N (Eds.). (2014). *Teaching, learning and researching reading in EFL*. Dubai: TESOL Arabia Publication.
- Helsvig, J. (2012). *ESP- Challenges for learners and teachers in regard to subject-specific approach*. Retrieved from <https://ojs.kauko.lt/index.php/ssktpd/article/view/99/96>
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Robinson, P. (1991). *ESP today: a practitioner's guide*. Hemel Hempstead: Prentice Hall.
- Widodo, H.P & Pusporini, R. (Eds.). (2010). Materials design: English for specific purposes (ESP). *The Lincom Guide to Materials Design in ELT*, pp.147-160.
- Widodo, H.P. (2014a). Contextually framing the design of ESP reading materials: vocational English reading tasks. In Emery, H. & Moore, N (Eds.), *Teaching, Learning and Researching Reading in EFL*, pp. 140-163. Dubai: TESOL Arabia Publication.
- Widodo, H.P. (2014b). Designing and implementing task-based vocational English materials: text, language, task, and context in Indonesia. *Contemporary Task Based Language Teaching in Asia*, pp. 291-312.

Biodata

JUSTSINTA SINDI ALIVI has been an ESP lecturer at University of Muhammadiyah Malang since 2012. Recently, she is also teaching the same course at Maulana Malik Ibrahim State Islamic University Malang. She graduated master degree in English Language Teaching from State University of Malang by full scholarship “Beasiswa Unggulan (BU)” program funded by DIKTI in 2014. She has interest in TEFL particularly reading, vocabulary, and media.

Relationship between Explicit Knowledge of Grammar and Proficiency Level of the Students

Rina Sari

*Maulana Malik Ibrahim State Islamic University of Malang
rinasaribas@gmail.com*

Abstract

This study tries to investigate whether there is a tendency between explicit knowledge of grammar and the English proficiency level of the students. The study involved five Indonesian high school students; three students learn English for the first time in school and two students acquire English for communication. To collect data, I used interview and grammar task. The result of the study is that there is a tendency between explicit knowledge of grammar and the proficiency level of the five students. However, their proficiency is not affected much by their explicit knowledge of grammar since they also develop their proficiency by having other activities concerning their preferences to develop their proficiency. Therefore, the more implicit knowledge of grammar they have, the more fluent they will be. In order to make the students aware of knowledge of grammar, conscious instruction of explicit knowledge is still strongly recommended. That is, the teachers should provide an opportunity for students to focus on form and grammar, especially when developing the students' academic writing.

Keywords: explicit knowledge of grammar, implicit knowledge of grammar, English proficiency level

1. Introduction

The relationship between explicit knowledge of grammar among L2 learners of English and their proficiency level has long been debated in the context of EFL teaching and learning. Krashen (2003) argues that explicit knowledge of grammar is only useful for monitoring purposes, but not beneficial for L2 acquisition. He challenges the notion that syntactic rules can be automatized and used for L2 production. He claims that comprehensible and meaningful input leads to L2 production, not the learning of syntactic rules. Furthermore, Ellis (2006) states that L2

competence is largely regarded as being dependent on a learner's implicit knowledge of the specific L2.

Linguistic knowledge consists of two types of knowledge, implicit and explicit knowledge of grammar. The distinction between implicit and explicit grammatical knowledge has been an interesting source of attention in the field of second or foreign language acquisition (SLA) for researchers (e.g. Ellis, 2004, 2005, 2006; Ellis et al., 2009; Philip, 2009). Implicit knowledge is non-conscious and often involves step-by-step procedures, or specific feelings/emotions. On the other hand, explicit knowledge is a conscious process which can easily be verbalized. Explicit knowledge is conscious. Learners are aware of learning; as Ellis (2004) maintains, they also are aware of their knowledge and of what has happened, but in implicit learning, learners are unaware of learning. Explicit knowledge is declarative whereas implicit knowledge is procedural. Declarative knowledge is about facts, abstract rules and examples while procedural knowledge is automated.

The definition of language proficiency is deeply entangled in theoretical attitude (Bialystok, 1998). There are the formalist approach and the functionalist approach. The formalist sees language as code. Language proficiency is viewed as "ultimate unknowable abstraction that reflects the universal competence of native speakers" the functionalist explains language as "the outcome of social interaction in a linguistic environment," thus; proficiency is explained in relationship to communication in specific context.

There is agreement about the role of implicit knowledge in second language acquisition. As for explicit knowledge, there are a number of studies that have investigated the relationship between explicit knowledge and second language proficiency. As examples, Yoshida (2009) who investigates whether there is a relationship between general L2 proficiency of ten Japanese learners of English in a national university and explicit knowledge of grammar finds that the high proficiency subjects depend on their explicit knowledge to solve their problems in translation. The findings of this study is in accordance with Renou's results (2001); he found a strong positive correlation between proficiency which includes listening, reading, vocabulary, grammar and structure with explicit knowledge of L2 French. Hu (2002) discovered that learners function superior in spontaneous writing tasks if they had the knowledge of some English grammatical structures. In a study examining the relationship between performance and explicit knowledge, Elder and Manwaring (2004) uncovered that more metalinguistic knowledge resulted in better performance and functioning for some participants in their study.

The results of previously done studies showed that although explicit knowledge is essential to the development of L2 proficiency, however, Esteki (2014) finds that the relationship between explicit knowledge and L2 proficiency is still not clear and previous investigations

have found mix results concerning this relationship. As a result, further investigation is needed to probe the relationship between explicit knowledge and L2 proficiency. Therefore, I intend to investigate the role of explicit knowledge of grammar toward English proficiency of the students. It is expected that the result of the study can theoretically shed more light on methods of teaching and will practically have important pedagogical implications which help the English teachers to improve their methods of teaching grammar, and to the students to use these research issues and improve their language abilities to become more proficient learners.

2. Method

Data were drawn from five high school students as the subjects of this study. They are identified as Student A, Student B, Student C, Student D, and Student E. Student A, Student D, and Student E are female, while Student B and Student C are male. Student A, Student B, Student C, and Student D are in the third grade of senior high school, while Student E is in the third grade of junior high school.

Student A, Student B, and Student C are from the same senior high school and they can speak English fluently. They have TOEFL class once a week in their school since the second grade besides having speaking class for English lesson. Student A has learned English since the fifth grade of elementary school, so she has learned English for seven years. She learned grammar little in her class when she was in junior high school. Her English score in her school report in the last semester was around 90-93 and her TOEFL score is 620. Student B has studied English since the first grade of junior high school, so he has learned English for five years. He learned grammar intensively when he was in junior high school by following an English course for two weeks. His English score in his school report is around 83 and his TOEFL score is 440. Student C has learned English since the third grade of junior high school, so he has learned English for three years. He learned grammar little when he was in junior high school. His English score in his school report last semester was 90 and his TOEFL score is 513.

Student D and Student E learned English for the first time when they got exposure to use English for communication. Student D has used English for communication since she was five years old and lived in Australia. She lived there for four years and returned to Indonesia when she was 9 years old. She learns English in her school three times a week now. Two meetings are for reading class, while the other one is for grammar class. Her English score last semester in her school report was 92. Student E has used English for communication since she was six years old and lived in Australia. She returned to Indonesia when she was seven years old and studied in an international class program in her elementary school. Her English score last semester was 98. Both Student

D and Student E did not learn grammar in their elementary school in Australia. They began to learn grammar in class since studying in Indonesian school. Student D began to learn grammar in class since the first grade of junior high school, while Student E began to learn grammar since the third grade of elementary school. However, both of them have not had TOEFL score.

I collected the data by interviewing and giving grammar task to the students. First, I interviewed the students to get information whether there is tendency between their explicit knowledge of grammar and their proficiency in English. During the interview, I also asked them questions about his or her prior experience with English grammar, enjoyment or not of grammar learning, and attitudes toward the usefulness of grammar lessons. The interviews were all conducted in English.

Second, data collection was done by giving the students grammar task to investigate the students' explicit knowledge of grammar and their difficulty. The task was adapted from Shiu (2011). It consists of two tasks, the first task is cloze activities and the second task is error correction activity. Cloze activity was used because they provide a context that helps learners to select the appropriate form of target verbs. The error correction activity, conducted right after each cloze activity, allowed the researcher to learn more about the decision-making process that lead to the students' determination of the target features.

One cloze activity uses a passage about the Statue of Liberty with the target feature -passive construction. There are six blanks in this cloze activity, each of which is immediately followed by a target verb in parentheses (for example, ____ (give)). The activity has six target verbs: *give*, *design*, *complete*, *ship*, *put*, and *visit*. Students were asked to provide the appropriate form of the target verb in each blank.

The error correction test consists of seven items in the form of incorrect sentence. Each of the items contains only one mistake. The students were asked to identify the mistake, correct it and explain the correction by writing.

3. Findings and Discussion

The analysis of the data from the interview and grammar task found that there is a tendency between the subjects' English proficiency and explicit knowledge of grammar. Their explicit knowledge of grammar supports their four language skills, namely listening, reading, speaking and writing.

However, the explicit knowledge of grammar that they have got in English class do not affect much on their fluency or proficiency level in English. They consider that their proficiency is affected much by doing their activities outside classroom related to their preferences. Student A develops her English proficiency by doing grammar exercise at home,

reading literature books, writing diary, and following many English competitions, such as debate and story telling competitions and she became the winner of many competitions. She states that practising English a lot makes her proficiency increased. Student B develops his English by having conversation with native speakers on Facebook and reading a lot. Meanwhile, Student C develops his English by watching English movie and listening to music. He states that he learns English a lot by following the dialogues and accent of the characters while watching a movie.

The two subjects, Student D and E who got exposure to the use of English as communication when they lived in Australia state that explicit knowledge of grammar which they get in class does not influence much on their proficiency. Their past experience living in Australia and self-learning (watching movie, listening to music, etc.) have influenced much on their proficiency. Both of them use their explicit knowledge of grammar that they get in school for writing an academic essay assigned by their teacher. Besides, Student E who is the youngest subject states that her explicit knowledge of grammar is used to communicate formally with older people in order to show politeness.

The result of the interview shows that their proficiency level of the subjects is also caused by their preference in learning English. Student A likes to learn English because she wants to read a lot of English books. She also likes to learn English grammar because she wants to write a book written in English that can be read globally someday. Student B likes to learn English because he wants to share his knowledge about his religion in this world by giving religious speech in his future. Student C likes to learn English because he likes watching English movies and wants to understand the dialogue. On the other hand, he does not like learning grammar because of its complicated rules. However, he learns grammar because he wants to be able to speak fluently and accurately and go to other countries. Student D likes to learn English and English grammar because she wants to be able to communicate using international language and she learns grammar because she wants to be able to speak correctly. Student E likes to learn English and English grammar to be able to communicate with people around the world and she learns grammar because she wants to be able to speak and write in English properly without any mistakes.

The result from the grammar task shows that the subjects' explicit knowledge of grammar does not always affect their proficiency level. Student A who masters English because she learns it in school can answer the whole questions. She can answer 20 questions correctly. The other two subjects, Students B and C cannot answer the whole questions, each of them can answer 12 and 9 questions from 20 questions. Meanwhile, the two subjects who got exposure to the use of English as communication, Students D and E, each of them can answer 19 and 20 questions from 20 questions. The result also shows that

Student D, who got exposure to the use of English as communication has a problem in explaining the grammar rules of sentences even though she can correct incorrect sentences in error correction activity task. Besides, she does not know the name of the English tenses discussed in school.

The findings indicate that there is a tendency between the subjects' explicit knowledge of grammar and their English proficiency level even though the most important factor is influenced by their self-learning outside classroom. It is in line with what is found by Roehr (2008) who found positive correlation between explicit knowledge and L2 proficiency.

The findings of the study also support the findings of several studies. Ellis (2006) found a relationship between explicit grammatical knowledge of EFL learners and TOEFL sub-components. That is, those participants with higher scores in explicit grammatical knowledge also performed better in listening comprehension test. Ercetin and Alptekin (2011) who studied about the relationship between L2 explicit knowledge and reading comprehension of 51 Turkish university students found that there was a significant positive relationship between explicit knowledge and reading comprehension.

The findings of this study are in contrast with those of previous researchers. Macaro and Martin (2006) found that intensive grammar instruction was not significantly related to the participants' production of a group of 22 L2 learners of French. The results indicated explicit knowledge did not facilitate the writing performance of the participants. The intensive grammar instruction did not reduce the production of errors in production tasks (writing and translation) of the test. White and Ranta (2002) also did not find the correlation between explicit knowledge and the oral production task for the treatment group after teaching of those grammatical structures. It means that explicit grammar instruction given before the task did not affect the students' oral production.

The result of this research also finds that the subjects who learn English in school for the first time can have good English proficiency because of their activities outside classroom, for example Student A has high proficiency level because she often followed English competition and it enables her to speak English very fluently as the subjects who got exposure to use English as communication. It can be related to what is said by Cook (2001) that in order to attain high levels of proficiency, the learners need to focus on form, and furthermore, that there is an interface between learned and acquired knowledge. In other words, what was originally explicit, learned knowledge may become implicit, acquired knowledge which may be used spontaneously in both spoken and written language. This study also strengthens Krashen's argument (2003) that explicit grammar knowledge is only useful for monitoring purposes, but not beneficial for L2 acquisition.

An interesting finding can also be found in this research that a subject who got exposure of English for communication has a problem in

explaining the grammar rules of incorrect sentences even though she can correct the sentences correctly. It shows that implicit knowledge of the subject has an important role in her proficiency than her explicit knowledge of grammar she gets in school. Therefore, without having explicit knowledge of grammar in school, learners can have a high proficiency level if they get exposure from the environment to use it for daily communication.

From the fact above, it can also be learned that in order to develop students' proficiency in English, great attention should be paid to foreign language learners' individual differences. The teacher should know much about the learners' individual learning differences and needs in learning English, and also students' educational background. They can use flexible methods to improve the learners' learning enthusiasm according to their personalities, and at the same time, help the learners to improve their grammatical competence efficiently.

According to Burns and Richards (2012), teachers are likely to choose their method of grammar instruction based on what they feel is most compatible with regards to instructional material, classroom activities, and teaching methods. Regarding materials and the first explicit view, and its focus on grammar as a knowledge-based system of rules, it is typically reflected in sentence-level exercises and test items which reward correct application of rules, aiming at accuracy. The second more implicit view addresses material through 'expression' in exercises and test items which reward the learner's ability to use appropriate grammar, aiming at creating meaningful texts. Finally, teachers will inevitably rely on their own perceptions on how to teach grammar and how their learners approach learning it.

In spite of possible limitations of this study, which studied limited number of subjects, the findings recommended various practical pedagogical implications. The finding of this research shows that explicit knowledge of grammar is also one of the elements which helps EFL learners to obtain required fluency for their performance in English even though it does not affect much on the proficiency level of the students. In order to make the students aware of knowledge of grammar, conscious instruction of explicit knowledge is still strongly recommended. That is, the teachers should provide an opportunity for students to focus on form and grammar, especially when developing the students' academic writing.

4. Conclusion

The study reported here indicates that there is a tendency between the students' knowledge of grammar and their proficiency level. However, their proficiency is not affected much by their explicit knowledge of grammar since they also develop their proficiency by

having other activities concerning their preferences to develop their proficiency. Therefore, the more implicit knowledge of grammar they have, the more fluent they will be.

The knowledge of all the issues discussed so far and the insight provided should assist teachers. Rather than drawing conclusion about the intellectual ability of learners on the basis of structural and grammatical problems, they should accept and confront the challenges of assisting learners to attain greater proficiency because the greater the level of proficiency the better learners' speaking and writing quality.

References

- Bialystok, E. (1998) Coming of age in applied linguistics. *Language Learning*, 48, 497 – 518.
- Burns, A., & Richards, J. (2012). *Pedagogy and Practice in Second Language Teaching*. Cambridge University Press.
- Cook, V. (2001). *Second language learning and language teaching*. Third Edition. London: Hodder.
- Elder, C., & Manwaring, D. (2004). The relationship between metalinguistic knowledge and learning outcomes among undergraduate students of Chinese. *Language Awareness*, 13, 145-162.
- Ellis, R. (2004). The definition and measurement of explicit knowledge. *Language Learning* 54, 227-275.
- Ellis, R. (2005). Measuring implicit and explicit knowledge of a second language: A psychometric study. *Studies in Second Language Acquisition* 27 (2), 141-172.
- Ellis, R. (2006). Current issues in teaching grammar: An SLA perspectives. *TESOL Quarterly*, 40(1), 83-107.
- Ellis, R., Loewen, Sh., Elder, C., Erlam, R., Philp, J., & Reinders, H. (2009). *Implicit and explicit knowledge in second language learning, testing and teaching*. London: Multilingual Matters.
- Ercetin, G., & Alptekin, G. (2011). *The explicit and implicit knowledge distinction and working memory: Implications for second- language reading comprehension*. Cambridge: Cambridge University Press.

- Esteki, B. (2014). The relationship between explicit knowledge, implicit knowledge and second language proficiency. *Theory and Practice in Language Studies*, Vol. 4, No. 7, pp. 1520-1525.
- Hu, G. (2002). Psychological constraints on the utility of metalinguistic knowledge in second language production. *Studies in Second Language Acquisition*, 24, 347-386.
- Krashen, S. (2003). *Explorations in Language Acquisition and Use*. Portsmouth, NH: Heinemann.
- Macaro, E., & Martin, L. (2006). Does intensive grammar instruction make all the difference? *Language Teaching Research* 10 (3), 297- 327.
- Philip, J. (2009). Pathways to proficiency: learning experiences and attainment in implicit and explicit knowledge of English as a second language: Applying the measures of implicit and explicit L2 knowledge. In R.Ellis et al. (Ed.), *Implicit and explicit knowledge in second language learning, testing, and teaching* (pp. 194-215). London: Multilingual Matters.
- Renou, J.M. (2001). An examination of the relationship between metalinguistic awareness and second- language proficiency of adult learners of French. *Language Awareness* 10, 248- 267.
- Roehr, K. (2008). Metalinguistic knowledge and language ability in university -level L2 learners. *Applied Linguistics* 29 (2), 173-199.
- Shiu, L. J. (2011). *EFL Learners' Perceptions of Grammatical Difficulty in Relation to Second Language Proficiency, Performance, and Knowledge*. PhD thesis. Toronto: University of Toronto.
- White, J., & Ranta, L. (2002). Examining the interface between metalinguistic task performance and oral production in a second language. *Language Awareness*, 11, 259-290.
- Yoshida, S. (2009). *Japanese college students' knowledge of English grammar: the relationship between explicit knowledge and implicit knowledge in cognitive processing*. Japan: Hirosaki University Repository for Academic Resources.

Biodata

RINA SARI teaches at English Language and Letters Department of UIN Maulana Malik Ibrahim Malang (Maulana Malik Ibrahim Malang State Islamic University of Malang) in Indonesia. She is also a student of Doctoral Program at State University of Malang majoring in ELT. Her professional and research interests include ESP, ELT material development, ELT methodology, and teacher professional development.

THE USE OF FILLERS AS A SPEAKING-PROBLEM SOLVING IN EFL LEARNERS' SPEAKING CLASS

Syamsudin

*English Language and Letters Department, Faculty of Humanities,
Maulana Malik Ibrahim
State Islamic University, Malang, Indonesia
syamsudinuin@yahoo.com*

Abstract

This study is on the use of fillers as parts of communication strategies by the English Department students of one of the Islamic Universities of Malang as a means to solve their speaking problems. This paper aims at discussing the result of some observations and interviews to two students in the use of fillers strategies to solve their speaking problems. This topic is interesting because the use of fillers has helped EFL learners handle their speaking problems in speaking class. It is necessary for the EFL learners to know more about fillers as parts of communication strategies so that they might develop their speaking skill.

Keywords: fillers, communication strategies, speaking-problem solving, speaking class.

1. Introduction

Speaking is one of the important skills that learners might learn in EFL learning. Speaking is very important because by mastering speaking learners are able to express their ideas or opinion to the interlocutors well. However to master speaking is not an easy thing. There are many students who have learned English for years but they are still difficult to speak English fluently. Brown (2007) states that learners' difficulty to master speaking might be caused by the facts that learners have to focus on both forms and function of the language. In addition, speaking has two sequential phases: planning and execution. Planning is done when speakers think of what utterance to influence the listeners and execution is the realization of planning into words, phrases and sentences. Phases in speaking might make learners feel difficult to master this skill. To cope with the difficulties in speaking, EFL learners need to understand well about Communication Strategies (Ellis, 1994). Communication strategies are strategies that learners might use to handle their speaking problems. There are some kinds of communication strategies such as fillers, use of non linguistic means strategies, code switching, appeal for

help, etc. Using communication strategies learners might solve their speaking problems and meet their communication goals (Dornyei, 1995). Related to communication strategies, this study is going to discuss the use of fillers as devices to solve learners' speaking problem. It consists of the description of research methods covering observations and interviews which I use to collect the data, discussion of findings related to theories of communicative competence, learners' proficiency, communication strategies, some other research findings related to communication strategies and conclusion.

2. Research Method

In conducting this research, I applied a qualitative case study design. Case study is a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event (Merriam, 1988). In a qualitative research in education, the researcher depends on the research participants. The researcher collects the data from the subjects in the form of words and he describes and analyzes these words based on themes (Creswell, 2002:46). The strength of qualitative data is their richness and wholeness, with strong potential for revealing complexity; such data provide "thick description" that are vivid, nested to the real context and truthful (Miles and Huberman, 1994). In this research, I used two EFL learners as the subjects. Subject1 is identified as Tam and subject 2 is identified as Din. These two EFL learners were chosen based on their criteria of being very active in the speaking class and having good speaking skill. In this study, I focused on their use of fillers to solve their speaking problems.

The data are the particular information that shapes the basis of analysis. Data would include all things that people are doing in the study. Data would also consist of what others have created and the researchers find such as diaries, photographs, official documents, and newspaper articles (Bogdan and Biklen, 1992). In addition, data refer to all information needed and are collected by the researcher as the basis to answer the research questions (Susanto, 2010). The data in this research were in the form of learners' verbal and non-verbal expressions or behaviors. Learners' verbal expressions were got from the utterances expressed by the learners when they had conversation and discussions with their speaking partners. These learners' verbal expressions were recorded and then transcribed to produce transcribed data or texts. And learners' non-verbal behaviors were in the form of hands movements, eyes contacts, mimes and smiles. These learners' non-verbal behaviors were got when they were having conversations or discussions with their speaking partners.

The data were collected through observation and in-depth interview. In the observation, I acted as the non participatory observer

and I observed the subjects when they had conversations and the discussions with their friends. During the observation, I recorded learners' utterances using a mini recorder and noted some expressions or behaviors that they did throughout the conversation or the discussion. Next, I interviewed them in what context and why they used non linguistic means and filler strategies in the conversation. Afterward, I transcribed the recorded data and discussed the transcribed data related to some theories of learners' proficiency, communicative competence, communication strategies and some other research findings on communication strategies.

3. Finding and Discussion

The subject 1, Tam used fillers during the conversation. It was known when the subject 1, Tam was discussing with his speaking partner talking about family. The conversation took place in the faculty living room. The data indicated that the subject 1, Tam used fillers. It happened when he told to the interlocutor about his habits to live alone. He said: *"emm // ya actually I have been accustomed to leaving to leaving my parents because ee when I was in Senior High School my my school is required was required me to ee stay stay in the boarding school / and I have to leave there ee leave them for what it is I have I / I //emm what is it..."*. He did fillers because he needed time to think to find the appropriate vocabularies in the conversation. He stated: *"I did many expressions such as repetition, pauses, emm, etc. because I tried to look for the other appropriate words...I was thinking at that time..."*. Therefore, an important point to be noted is that subject 1, Tam used fillers when he needed time to think. It was done to solve his communication problems in term of finding the appropriate vocabularies. This was known when he employed some expressions like *'emm, ya, ee, what is it, some pauses and repeated some words like 'my my and stay stay'*.

The subject 2, Din employed fillers during the conversation. It was known when the subject 2, Din was discussing with his speaking partner talking about students' organization in the classroom. The data in the conversation above indicated that the subject 1, Din employed some expressions like *ee, emm, some repetitions like "this this, lucky lucky, more more, better better, I prefer ee I prefer ee, and to fertilize fertilize, and also some pauses*. He said: *"...ee the / the principal of the campus ee may be ee //our university wanna create someone that is ee have ee characteristic like Ulul Albab // ee like Ulul Albab person so // I think this is ee really good campus to study / and it is really ee //emm lucky / ee really lucky for the student...I prefer ee I preferee to see or to see the student there is emm //join some organization but as a student we have to be able to ee / to fertilize fertilize..."*. He did fillers because by applying fillers strategies in the conversation he could get time to think and

remember the words that he wanted to express. He said: "...when we hesitate we say something or we confused about ee what we would say/ and then we we don't find any vocabulary to say ... then ee my mind or ya / my brain looks for some vocabularies... we repeat our sentence to say / ya because we also get ee I also get difficulties to say something". Thus subject 2, Din used some fillers strategies in conversation. It was known from the employment of some expressions like "ee, emm, some repetitions like *"this this, lucky lucky, more more, better better"*, and also some pauses.

From the findings above, an important point to be noted is that both EFL learners faced some problems when they were speaking. Their speaking problems were caused by linguistic problems such as being lack of vocabularies and/or lack of grammar mastery. In relation to learners' speaking problems Ellis (1994) states that learners' problems in speaking are generally caused by their lack of mastering some elements in L2. In general, the shortage of the second language might be in the form of a word, a structure, a phrase, a tense marker or an idiom. This shortage might be called as the gaps of knowledge of second language. In speaking these gaps might influence fluency (Bialystok, 1990). In addition, learners' limited or imperfect knowledge of rules in EFL might bring communication problems (Karimnia and Zade, 2007). Further, learners' limitedness on second language might cause difficulties in speaking (Stern, 1983).

To handle their speaking problems both learners used fillers. Using fillers as parts of communication strategies, they might solve their speaking problems. In this case mastering linguistic elements such as grammar, vocabularies, and pronunciation is important to develop EFL Learners' speaking skill. Dealing with the importance of mastering linguistic elements to develop speaking, Nunan (1991) states that to be able to speak well, learners should master some language elements such as grammar, vocabulary, intonation, pronunciation, stress, and the choice of language functions. In addition, the standard for the learners to speak well is reflected in the pronunciation elements such as sounds, speed pausing, stress, and intonation.

Both learners agreed that communication strategies might help them solve their communication problems. Using communication strategies they might reach their communication goals. Some of the communication strategies that they employed frequently during communication were using fillers strategies. This is relevant to Dornyei (1995) who states that communication strategies are the strategies that learners employ to handle their communication problems. Next, using communication strategies learners could resolve their linguistic problems and talk more comprehensibly (Bialystok, 1990). By employing communication strategies learners might handle their communication problems due to their linguistic problems. For example, when learners try to communicate and the needed linguistic items are not available, they

might employ communication strategies to achieve their communication goals. Using communication strategies, a central component in interlanguage, learners might handle their limitedness in interlanguage resources (Ellis, 1994). This is also relevant to Rababah's (2001) finding that the use of communication strategies can solve learners' communication problems.

The study also found that both learners used fillers strategies consciously in speaking. They realized that fillers might help them cope with their communication problems. It was shown by their use of fillers again and again during communication. In relation to the use of fillers as parts of communication strategies in communication, Faerch & Kasper (1983) state that communication strategies are learners' conscious plans for solving problems in reaching communicative goals. Next, the study found that the communication strategies used by the learners might be in the form of verbal and non verbal mechanism. It was shown by their use of certain communication strategies in repeated times when they faced some communication problems. For example, in the **verbal mechanism**, they employed fillers when they needed time to find of the next words or expression they wanted to say. In the **non verbal mechanism**, they employed use of non linguistic means strategy to handle their communication problems such as the use of eyes contacts, smiles, nodes, and also hands movements. In relation to the conscious use of verbal and non verbal communication strategies by the students, Brown (1987: 180) states that communication strategies are a conscious employment of verbal and nonverbal mechanism to communicate ideas when precise linguistic forms are not available to the learners during the communication.

Next, the study also found that both learners were accustomed to use fillers to handle their communication problems during communication. It was found that their interlocutors could understand them when they employed certain fillers to reach their communication goals. This mutual understanding had made them have more fluent conversation to reach their communication goals. Dealing with the function of fillers as parts of communication strategies which might create learners' mutual understanding/meaning during communication, Tarone (1980) states that using communication strategies learners might create mutual understanding with their interlocutors. Next, this might impact to attain the required meaning when requisite meaning structures are not shared. In addition, communication strategies are systematic techniques used by learners to express meanings when they face some difficulties (Corder, 1977). Thus, learners who emphasize the importance of using the language often utilize communication strategies (Wenden and Rubin, 1987).

The study indicated that learners' use of fillers in speaking was influenced by learners' language proficiency. This study agrees with Mei and Nathalang's (2007) and Huang's (2010) finding stating that the use of

communication strategies was influenced by language proficiency. The data indicated that both learners employed various communication strategies. However, they employed more communication strategies on the use of fillers. They stated that using fillers strategies they might solve their speaking problem due to their limited vocabularies and became more relaxed, comfortable, convincing, and communicative so that the conversation might work well and the interlocutor might comprehend them well. Next, the study found that being classified as the proficient learners both learners employ communication strategies efficiently. For example, they were found to employ more verbal and non verbal communication strategies such as hands movements, eyes contacts, smiles, and other expressions during communication. In this case, the use of communication strategies reflects learners' language development. The finding of the study above is in accordance with Ellis (2008) who concludes that the strategies that learners choose to use reflect their general stage of L2 development, proficient learners tend to use learning strategies more frequently and qualitatively in different ways than learners who are less proficient and different kinds of learning strategies may contribute to different aspects of L2 proficiency. Afterward, in relation to the language ability and proficiency, Skehan (1986a, 1986b, 1990) reported significant correlations between aptitude and measures of all for language skills including speaking. In addition, there was strong correlations strong correlation between language aptitude and L2 proficiency (Harley and Hart, 1997). In brief, language aptitude predicts successful learning in learners with formal as well as informal learning experience and correlates with measures of communicative as well as controlled language use (Ellis, 2008).

The study found that using fillers both learners were found to speak more enthusiastically and fluently. It was shown in the conversation and the discussion that happened with them in the classroom and outside the classroom. They employed filler strategies frequently. The study found that both learners were very motivated to improve their speaking. It was shown by their activeness in joining some organizations to improve their English like Advance Debate Club (ADC), Malang Debating Union (MDU), and Forum For Indonesia (FFI) Malang. In relation to the use of communication strategies and motivation, this study agrees to Gardner (1985) in Ellis (2008) who state that motivation could gives a causative variables and modification of learners' attitudes could arise of a result of positive learning experiences. Further, Spolsky (1989 in Ellis, 2008) states that greater motivation and attitudes lead to better learning.

The study found that both learners were more active in speaking using fillers. At the same time, they liked to practice speaking with others as part of their social learning strategies. They liked to monitor others in term of their speaking proficiency and it was done to improve their English. For example, they were brave to ask for the tips to be able to

speak fluently to their interlocutors when they found that their interlocutors could speak English well and fluently. This kind of bravery by asking to the interlocutors was part of their motivation to be able to speak fluently. They tended to use English during communication and tried to avoid using their native language. They tried to find as many exposures as possible to find speaking partners to practice speaking with them so that they might improve their English. It was proven when they joined some extra organizations where they might improve their English there. Thus, based on the description above, both learners might be classified as good language learners. The findings of the study agree with Stern's (1975) characteristics of good learners. Stern (1975) states some strategies done by good language learners: formal strategy, experimental strategy, semantic strategy, practice strategy, communication strategy, monitoring strategy, and internalization strategy.

Finally, both learners agreed that the use of fillers as parts of communication strategies might help them develop their English speaking. It is known from Tam's statements: "...the use of communication strategies helps me a lot to handle problems in speaking. Communication strategies can improve my speaking skill since some strategies help me find out a way to deliver a message... Fillers help me not to get stuck in the middle of conversation".

4. Conclusion

Based on the research findings above, an important point to be noted is that both EFL learners faced some speaking problems in communication. These speaking problems might be caused by their shortage of linguistic elements such as being lack of vocabulary mastery. To solve their speaking problems EFL Learners might employ fillers strategies. By using fillers they might feel relaxed, comfortable and have enough time to think so that they might solve their speaking problems and continue speaking and reach their speaking goals. Principally, fillers strategies as parts of communication strategies are very important for EFL learners to develop their speaking skill. These strategies have helped EFL learners improve the quality and quantity of learners' speaking practices, both in class or outside class. In this case, filler strategies have made learners become more motivated and enthusiastic to do more speaking practices. Thus, by practicing speaking using fillers continuously, learners' knowledge about English would improve too, especially in terms of the richness in vocabularies, so that they might be motivated to develop their speaking skill.

References

- Bogdan, R.C. & Biklen, S.K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Bialystok, E. (1990). *Communication Strategies: A Psychological Analysis of Second-Language Use*. London: Basil Blackwell.
- Brown, D. H. (1987). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall
- Brown, D. H. (1994). *Teaching by Principles: An Interactive approach to Language Pedagogy*. New Jersey: Prentice Hall
- Canale, M. (1983). *From Communicative Competence to Communicative Language Pedagogy. English for Cross-Cultural Communication*. New York: Longman.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design*. London: SAGE Publications.
- Dornyei, Z. (1995). On the Teachability of Communication Strategies. *TESOL Quarterly*, (29),55-58.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2008). *The Study of Second Language acquisition.2 Ed*. Oxford: Oxford University Press.
- Faerch, C. & Kasper, G. (1983). *Startegies in Interlanguage Communication*. London: Longman.
- Haastrup, K., and Phillipson. R. (1983). Achievement Strategies in Learner/Native Speaker Interaction.In C. Faerch & G. Kasper (Eds.), *Strategies in Interlanguage Communication*. London: Longman.
- Huang, C.P. (2010). Exploring factors Affecting the Use of Oral Communication Strategies. *ELT Journal*, 85-13.
- Karimnia, A. and Zade, S.S. (2007). Communication Strategies: English Language Departments in Iran. *Iranian Journal of Language Studies (IJLS)*. (1), 287-300.
- Mei, A. and Nathalang SS. (2010). Use of Communication Strategies by Chinese EFL Learners. *Chinese Journal of Applied Linguistics*. 33 (3) 110-125.
- Merriam, S.B. (1998). *The Case Study Research in Education*. San Francisco: Jossey-Bass.
- Miles, M.B. and Huberman, A.M. 1984. *Qualitative Data Analysis*. California: SAGE Publication, Inc.
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall International, Ltd.
- Rababah, G. (2005). Communication problems facing Arab learners of English. *Journal of Language and Learning*. 3 (1),
- Stern, H. (1975). What Can We Learn from the Good language Learner? *Canadian Modern Language Review* (34), 304-18.

- Stern, H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Susanto. (2010). *Konsep Penelitian Tindakan Kelas dan Penerapannya*. Surabaya: Lembaga Penerbitan FBS UNESA
- Tarone, E. (1980). Communication Strategies, foreigner talk and repair in interlanguage. *Language Learning* (30), 417-431.
- Wenden, A. and Rubin, J. (1987). *Learner Strategies in Language Learning*. Hemel Hempstead: Prentice Hall International.

Intercultural Learning via Online Chatroom of EFL Students

Deny Efita Nur Rakhmawati

*Maulana Malik Ibrahim State Islamic University of Malang
denyefita.nr@gmail.com*

Abstract

Internet nowadays could be used as an instructional tool in the foreign language classroom. This research, therefore, discusses the students' experience in Cross Cultural Understanding course using online chatroom. The purposes of the research are to create opportunities for students to gain cultural knowledge and enhance the intercultural experiences via online chatroom. While carrying out the research, qualitative research method was employed and the data were mainly gathered through students' online chats with native speakers, questionnaire and interview. The research revealed that students were very enthusiastic in doing the online chats since they liked the immediate feedback and responses in the online communication. There was also improvement of intercultural learning such as in the intercultural awareness in telling tradition from each culture. Then, it indicates that foreign language teachers could apply the online-based activities for the students and designing the suitable ones in an EFL classroom.

Keywords: intercultural learning, online chatting

1. Introduction

Interaction among members of different cultural groups is an increasingly common aspect of everyday life. As more and more people visit, study, work, and settle in cultures other than their own, the impact of cross-cultural interaction can be profound. The impact can be especially confusing and even deleterious if its dynamics are not understood (Groen, 2009, p.1). However, he adds that communication across cultures can be enhanced if one has developed a reasonable degree of cultural self-awareness, awareness of the other culture(s) and sub-cultures, empathy, and interactive competency. In this internet technologies era, communication across culture very easily changes from face-to-face communication into computer-mediated communication (CMC). One of the development of CMCs is Instant Messaging (IM) which becomes enormously popular nowadays as online chat. Chat is a two-way form (synchronous) of CMC, a dialogue in real time as we

keyboard or speak our words, an online conversation between two or more people (Almeida d'Eça, 2002).

Integrating chat in EFL/ESL can be powerfully motivating and bring enormous excitement to what is generally a difficult process – learning a language. Using chat means that the target language is learnt by interacting with people from the real world, in real time (often across several time zones) and using language of the real world, whether they are native or non-native speakers (*ibid*, 2003). Zsuzsana (2010, p. 163) finds that internet chat provides potential benefits for learning: facilitating comprehensible and contextualized interaction, learners' self-correction, and collaborative learning environment for the foreign language learners. Thus, through chatting, learners of a foreign language can communicate inexpensively and quickly with other learners or speakers of the target language all over the world.

The communication during the online chat allows foreign language learners to exchange ideas with native speakers (NS) and learn about the target culture. As supported by Lee (1998, p. 113) that foreign language learners gain a better understanding of cultural phenomena and a sharper perspective of the target culture by interacting with native speakers in online chats. This learning would bring to what is called as intercultural communicative competence, the ability to ensure a shared understanding by people of different social identities, and [the] ability to interact with people as complex human beings with multiple identities and their own individuality (Byram, Gribkova & Starkey, 2002, p.10).

Among other user-friendly online chatrooms, skype is mostly used by people all over the world. It is reported that in 2010, Skype had 124 million users who placed 95 billion calls in the first half of 2010 (Melanson, 2010). Skype is a development of web 2.0. that provides the users with the facilities of audio call, video call, and instant messaging. There were some previous research conducted on the use of skype in relation to cultural competence. In 2009, Ryobe reported that Skype activity improved students' English and computer literacy while giving them the opportunity to explore other cultures, personalities, and varieties of spoken English. Another research result showed by Bataineh & Al-Abdali (2015, p.256) that Web-cam of Skype offered a good opportunity for teaching the sociocultural aspects of language implicitly. Additionally, the results of the research showed that university EFL learners improved and developed their sociocultural competence that included many and different sociocultural aspects of language.

Skype would be an effective way to introduce intercultural experience to EFL students in Cross Cultural Understanding (CCU) class who never communicate with NS. Their real problem in the class so far is the difficulty in getting the framework of intercultural communication by just having discussion of the theories, without having the experience in the real world. As such, the aim of this research is to discuss EFL

students' experience of intercultural learning from doing online chats with native speakers.

2. Method

The participants of this research were the English Department students of SunanGunungDjati State Islamic University in the academic year 2012/2013 in CCU class. F class (36 students) was chosen since none of them had the experience to chat with native speakers. This research was carried out over a period of 8 weeks and the descriptive qualitative design was employed here. When carrying out this research, the data were mainly gathered through students' chats on Skype with native speakers, questionnaire and interview. The procedures were started from asking students to make a Skype account, make friends with NS, and did online chat (instant message, audio call, video call) with the topics previously discussed in the classroom. Then, the analysis would be based on the students' growth intercultural competence by Byram (1997, p. 48) and the factors perceived by the students by Zhang (2015, p. 100).

3. Finding and Discussion

The result of questionnaires showed that there were 33 students (92%) who had already heard about Skype but they did not know how it worked. 3 other students (8%) already had Skype account but they were very rare to use it since they did not have many friends on it. After all students had Skype account, they were very enthusiastic and agreed that chatting on Skype was an interesting thing to do (97%). They could do many things at the same time; for example sending instant messages using interesting emoticon, sharing pictures, sending files, making audio calls, and the most interesting one was making video calls.

To start with, there were some students (75%) realized that some of their assumptions of NS life were inaccurate. One of the students explored this topic with her American friend. She thought that every girl in America had very colorful lives and free life styles. She was surprised to know that her friend was socially isolated in her college and did not have many activities out of the college. Other example was shown here:

"I learned that it's not good to make generalization. I always think that Americans are not really into religion but from my chat with my American friend I think differently. I was surprised because my American friend was giving very good explanation about religion and faith. I could not understand totally what he say but I could get the points".

It could be seen here that at first the students gave a much more positive attitude to their home culture than the NS one but then it changed after they found different things. It showed that students felt they had learned both about the target culture and how the NS saw their culture. The contradictory finding such as this could help them to develop students understanding of the different images which cultures could hold of each

other and of themselves. This finding belongs to the ability to develop open attitudes.

Furthermore, intercultural knowledge was also found in this research. Some other students (70%) who had online chats with NS said that there were some similarities between their home culture and NS culture than they had realized before, such as Australian were also polite and friendly just like Indonesian. One of them said:

"I thought they would never ask permission when they will end the chat or the video call, in fact they tell me if she could not continue the video call but she was available to have text chat. She felt sorry and asked whether I was okay with that."

Here the students realized that these two cultures were similar in asking permission about something, the difference was only in the way they express it. They clarified that NS more direct in saying something and expressing ideas, while Indonesian got difficulties or being indirect in asking or saying something to express what they thought or felt. By knowing the similarities between the students' home culture and target culture explained there was the process of the students' changing understanding of target culture. This result aligns with Zhang's finding (2015, p. 109) on the international students' virtual conversations with their American counterparts which brought to light more similarities between the two cultures – Chinese culture and American culture - than they had realized previously.

In addition, intercultural skills of the students (81%) could be seen here. As said by one of the students:

"At the beginning of the chat I did not know what to write but when he started to explain his culture, I could find the differences and explain my culture better. When my chat partner talked about his culture, I can prepare to explain my culture same with him."

One part of the chats showed:

NS : I ve told u my family's fave food in party. Now u tell me

S : my family never party

NS : ok whats special food to celebrate something?

S : oh yeah, it is nasikuning

NS : what does it look like?

It indicated that the experience of NS to describe and explain their culture to the students provided valuable practice leading so that they could improve their ability to finish the task. The experience of having online chats with NS gave them knowledge and understanding about other culture. By answering and explaining their culture, the students recalled their memories and knowledge about detail things related to their cultures since then they knew what to write and what to tell when they need to explain something. Surprisingly, some of the students were able to find many new things from explaining to their chat partners that they did not know better previously.

Next, some students (70%) had reached the cultural awareness from having conversation on Skype. One of them commented: *"When my British friend told me about afternoon tea tradition in her country, I can see the difference that people in Indonesia do not have that ritual. And when there are guest at their home and eat together, everyone pass the food. It is different with Indonesian. Here the host offer to serve the food and sometimes put the food on the guest's plates"*

Moreover, the advantage of applying live visual images into long-distance communication was making students to become more aware of the cultural differences in posture and appearance between the two countries. The students were surprised by the relaxed posture of NS during the video chat. They said that while they were very formal just like having interviews, NS were laid back and sometimes eating and drinking. The students also noticed that NS were very expressive and used their body languages a lot during video chat. Body language helped them evaluating whether they were understood and it spoke more than the actual conversations since being able to see each other made the contact more natural. As said by one of the students:

"By text chat, you only know the pictures of your partner in profile, it gives more curiosity and keeps the conversations going. But video chat makes you know their reactions, whether you are understood or not."

This revealed that they had learned more about target culture, able to describe and explain their home cultures, and were thus in a better position to draw comparisons between their home culture and target culture. By knowing the differences between the target culture and their home culture, the students could explain much better about their home culture. The differences could only be drawn when they had the understanding of target culture. Seeing the differences as the points of culture trained students to have deeper awareness.

Furthermore, there were some factors perceived by students in having such intercultural learning. Motivation was the main thing most students mentioned in the interview. They said that they were very nervous at the first time to chat with NS but then they got motivated because they liked the immediate feedback and responses given by NS. Motivation was getting bigger since they got some benefits, such as learning many new vocabularies. One of them said:

"Each time I do not understand what they said, I ask them and they let me know what the meaning is or when it is IM, I have time to check my dictionary. I get new vocabularies. I realize it when my paper get better score from my lecturer."

Besides, the students were also motivated because they could practice the spoken language in real-time by using written-like-spoken language in the same manner as in face-to-face interactions with NS. These results go with the results reported by Mahdi (2014) who indicated that using Skype for the oral CMC group created turn-taking patterns that were very close to face-to-face turn taking. This finding is also in harmony with

Mahfouz and Ihmeideh (2009) who pointed out that students' attitudes toward using text chat with anonymous native speakers of English for improving their English language skills are higher concerning speaking skills, followed by listening skills, reading skills, and finally writing skills.

Equality to learn from each other was the other factor influencing intercultural learning. Online chatting on Skype gave students the opportunity to interact with NS and practice their language skills. This is in line with Hals et al. (2009) who stated that EFL learners participate more equally in a discussion in a CMC environment. A sense of equality could also be seen from balance portion of sharing valued opinions, such as talking about one topic that attracted their mutual interest. They could also did the same things together. One student reported:

"My Australian friend showed me her pets and her house around. She asked me to do the same thing also and she was very excited to look at the traditional furniture at my house".

These equal interactions also enriched their mutual understanding and strengthening their relationships. By talking about the shared valued, the students felt they had the connection with NS.

Additionally, online chat on Skype was an interesting learning environment. It was found that the students enjoyed using a computer to communicate in English which was usually very hard to do in their traditional classroom. Students might find it interesting to express their opinions because in such noncurricular and informal environment, students might be found reluctant to express their opinions and feelings freely without having any hesitation or fear. Online chat on Skype provided the students a non-threatening learning environment. They could start and end any time they wanted to without any tight schedule. This new environment made the student feel refreshed and comfortable. This was in line with what Bataineh & Al-Abdali (2015, p. 257) said that students tried a new experience and atmosphere for learning that enabled them to acquire English language quickly, freely, and more effectively than studying traditionally.

On the other hand, there was a surprising finding of this research. There were some passive students who had very low frequencies in doing online chats with native speakers. These passive students got less experience in communicating with NS which influenced their intercultural competence at some points, as reflected in their interviews. A technical problem was also found on the signal or connection due to the low bandwidth of internet while video chat needed very good signal to connect. Some students reported that when they were in the middle of video chat, the connection was stopped due to the bad signal. When they were reconnected, the situation were different and they needed to change the topic into the new one.

4. Conclusion

In conclusion, if the cultural component of EFL is taught and learned adequately, such as by using the online chat of Skype, it would be beneficial for learners in terms of enhancing intercultural attitudes, knowledge, skill, and awareness and they learnt it in a dynamic rather than passive way. Though EFL students' intercultural competence did not change significantly, however, online chats on Skype did make a difference and make them learn more about cultural and intercultural aspects. Motivation, equality, and environment are the main factors in supporting such experiences. Given the positive results described here, foreign language teachers should be encouraged to explore and experiment with integrated Internet resources for students. Future research can look into the assessment of students' intercultural learning by using the potential ways of assessment that may include pre-tests - post-tests and portfolios to measure students' development of intercultural communicative competence and the effect of intercultural language learning on their EFL learning.

References

- Almeida d'Eça, T. (2002). *To chat or not to chat in the EFL classroom, that is the question!* Paper presented at the "Language – Communication – Culture" International Conference, University of Évora, Portugal, on November 29, 2002. Available at <http://www.malhatlantica.pt/teresadeca/papers/evora2002/chat-and-efl.htm>.
- _____. (2003). The Use of Chat in EFL/ESL. *TESL-EJ*, 7(1). ISSN 1072-4303. Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume7/ej25/ej25int/33-373>.
- Bataineh, A.M. & Al-Abdali, A. (2015). The Effect of Using Web-Cam Chat on the Undergraduate EFL Learners' Socio-Cultural Competence. *International Journal of Education*, 7(2). ISSN 1948-5476, 242 – 267
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: a practical introduction for teachers*. Retrieved from <http://www.lrc.cornell.edu/director/intercultural.pdf> on August 1, 2015
- Groen, Bram. (2009). Cross – Cultural Communication. *Syllabus for fall 2009*. SIS 140 Section – 013H, American University.
- Hals, A. Schuh, K., & Alessi, S. (2009) Native and non-native speakers in online and face-to-face discussion: Leaving the playing field. *Educational Technology System*, 30(4), 33-373

- Lee, L. (1998). Going Beyond Classroom Learning: Acquiring Cultural Knowledge via On-line Newspapers and Intercultural Exchanges via On-line Chatrooms. *CALICO Journal*, 16 (2), 101-120
- Mahdi, S. (2014). The impact of computer-mediated communication environments on foreign language learning: A reviews of the literature, *World Journal of English Language*, 4(1), 9-19.
- Mahfouz, S., & Ihmeideh, F. (2011). Attitudes of Jordanian students toward using online chat discourse with native speakers of English for improving their language proficiency. *Computer Assisted Language Learning*, 22(3), 207-227.
<http://dx.doi.org/10.1080/09588220902920151>
- Melanson (2010). *Skype files for initial public offering*. Oxford, England: Oxford University Press.
- Ryobe, I. (2009). Using Skype and Moodle at the university level for supplementary oral communication practice. *GLoCALL2009 Proceedings*.
- Zhang, J. (2015). Effects of Virtual Conversations on International Students' Intercultural Communicative Competence (Doctoral Dissertation). Retrieved from http://www.airc-education.org/files/AIRC-Resource-documents/Dissertation_Print_Zhang_5.5.2015.pdf on August 1, 2015
- Zsuzsana, I. (2010). From theory to practice: Intercultural CMC in the L2 Classroom. *TESOL Journal*, 13(2), 143-166

INTERACTING OF ENGLISH FOREIGN LANGUAGE IN CLASSROOM ACTIVITIES AT JUNIOR HIGH SCHOOL

Siti Zulaichoh

Universitas Muhammadiyah Malang

itis_ichayu@yahoo.com

Abstract

This research is about the strategy and the activities for the students that was conducted at MTs Nurul Huda Durmo-Bantur Malang. The implementation of foreign language interaction could improve the students' participation in speaking as well as the students' speaking ability.

Dealing with reticent students in a foreign language classroom activities is one the major issues a language teacher is faced with, and it becomes an exasperating experience when the students are from multicultural background who do not know how to respond to a teacher's queries.

Language teachers are confronted with the challenge of student-student and teacher-student interaction. It had explored the problem of active participation in foreign language classroom activities and sought to resolve how interaction takes place in formal instructional settings

In conclusion, using some techniques to teach foreign language for junior high school students could improve students' participation as well as students' speaking ability. Learning language through Questioning Strategies for Interactive Learning and interactive discourse, pair/group work are the examples of effective and interesting way that can be applied in any classrooms. It is used not only for fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence. Therefore, it is recommended for the English teachers to apply Questioning Strategies for Interactive Learning and interactive discourse, pair/group work as an alternative in teaching foreign language interaction in classroom activities.

Key words : *Interaction, foreign language, classroom activities , strategies for interactive learning.*

1. Introduction

English as a foreign language is taught as a compulsory subject of Junior High School in Indonesia. The national policy as reflected in Content Standard 2006 and also K-13, implies that the teaching of English at the Junior High School is focused on the four language skills i.e. listening, speaking, reading, and writing. The four language skills should be taught integratedly (Depdiknas, 2006).

The four language skills and language components which include vocabulary, grammar, and pronunciation should be taught in Junior High School. Ideally, the language skills and the language components should be proportionally taught. English is taught four periods every week, each for forty minutes, for two meetings. Reading and writing take most of the time allocation in teaching English, whereas speaking is rarely taught. This is because of the demand to pass the National Examination, which is focused on reading and writing. As a consequence, students are rarely given opportunity to practice speaking English to interact with others. It is not surprising that the students' speaking ability is low.

This low score in speaking happens because the students rarely practice speaking English. In order to solve this problem, a particular technique that involves students in practicing speaking must be used to improve the students' speaking achievement.

The success of the teaching of foreign language skills is determined by some factors. Those factors are related to linguistic and non-linguistic areas, such as the teacher, the students, the materials, the methods, and the media or aids used. Each factor plays an important role to succeed the teaching of foreign language skills, so none of them may be neglected.

2. Review of Related Literature

Interaction is an important word for language teachers. "In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about (Brown, H.D. 1994)". After several decades of research on teaching and learning foreign language, it has been discovered that the best way to learn to interact is through interaction itself. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning.

Rivers (1987) states that through interaction, students can increase their language store as they listen to read 'authentic linguistic material', or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language - all they have learned or absorbed in real life exchanges, where expressing their real meaning is important to them.

Since interaction is thought to be important in naturalistic language acquisition, how is it accomplished in formal instructional settings. This working paper to see how interaction takes place in foreign language classroom settings and the significance of active participation by learners toward the enhancement of learning. Here are some working through the foreign language interaction in a classroom activities

3. Discussion

3.1 Students as Individuals

At junior high school level, students are still considered as young learners (12 to 15 years-old). The stage when children have enough experiences to begin to conceptualize and so some abstract problem solving, though they still learn best by doing. They need a lot of illustrations, pictures, and activities to model a concept. At this stage of development, they possess numbers of characteristics (Scott & Yteberg, 1990):

- a. Have high curiosity;
- b. Believe that the world is full of surprised;
- c. Love playing;
- d. Have short attention span;
- e. Learn better through actions;
- f. Use of their senses.

Piaget (1896 – 1980) stated that students are active learners and thinkers; they construct knowledge from actively interacting with the physical world around them; they learn through their own individual actions and explorations. Vigotsky (1962) added that children are also learning through interactions with more knowledgeable others, who mediate learning by talking while playing, reading stories, and asking questions. And with the help from others; they can do more than they can do on their own (ZPD). The others, adults' role is to scaffold activities for them when learning (Bruner, 1960). Therefore the materials given to them should be appropriate with their capacity (Sabillah *et.al.*, 2009).

3.2 Teacher's Role.

Being sensitive toward the students' cultural norms paves the way for the teacher in turning a class into an interactive one. For interaction to take place, "...the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which the freedom of expression given over to students makes it impossible to predict everything that they will say and do (Brown, 1994)." Some control on a teacher's part is actually an important element of successfully carrying out interactive techniques.

Teacher-directed and dominated classrooms cannot, by their nature, be interactive. It is mandatory for a teacher to take the role of a controller and a facilitator rather than of an authoritarian. Rivers (1983) has claimed that "Real interaction in a classroom requires the teacher to step out of the limelight, to cede a full role to the student in developing and carrying through activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate." The teacher as a facilitator focuses Interaction in Foreign Language

Classrooms 79 on the principle of intrinsic motivation by allowing students to discover language through using it in context rather than telling them about language.

At times teacher has to take the least directive role. The teacher has to be there to advice and counsel when the student seeks it. This technique is invariably practiced by experienced teachers in language classes. We could notice the teacher sitting with her students in a row, rather than being in front of the class. She was very congenial and her students were at ease. Soon they started to respond to the teacher's dialogue and exchange ideas. I could recognize that by conferring with students by sitting with them lowered their anxiety level.

Having good variations and combinations of activities will then support the interactions in the classroom. Teachers have very important roles to make students feel welcomed and secure; therefore teachers need to have the correct manner of supporting the interactions by having teacher's talk through questioning, giving hints, instructing during the activities of teaching and learning. The last is the teachers need to consider implementing the appropriate techniques of teaching, whether the activities are going to be individual, pair-work, small-group work or whole class activities.

3.3 Language Used

Junior High school student have the characteristic that they learn better through actions, have short attention spans and also have high curiosity. These characteristics reflect that their understandings on concepts need to be actualized into actions which they can sense them with their senses. Therefore the language use need to be simple – easy to understand, fun and also tricky (Philips 2000; Sabillah 2014). It means that during the interactions in the classroom, teacher needs to pick simple utterances or sentences to communicate ideas with the students. The interactions are also assisted with some gestures or facial expressions and actions to make the meaning clearer. The sentences use in the interactions need to be adjusted to the learners' needs and ability. Most of the sentences are in the form of simple sentences. To negotiate meaning in foreign language, teachers can help learners to understand more about a certain topic of theme by asking mostly of Yes/No questions, rather than Wh- questions. Teacher will provide aids during the lessons to help them understand more easily. Learners at this level are not really understand a concept, therefore, denotative language is more preferable in defining something or a concept.

3.4 Materials

Talking about materials used in the Junior High School level, for public or state junior high school, they usually have textbooks, which are packed into numbers of themes. Those themes are then separated into

several meetings on the lessons and delivered into more practical applications. Some schools with good teachers will consider the learners' need and the relevance of the topic to practical use of the English. Teachers will modify the activities and relate those to the actual use of language but unfortunately not for schools with not very good teachers. Instead, they will tend to have the students workbook to have a lot of "artificial" exercise without making any adjustment and modifications to the actual use of the language.

3.5 Environment/Setting

It is actually suggested to conduct teaching and learning process not only in the classrooms, but also outside the classroom. These may include the school environment, and also the surroundings to make the place and contexts broader (Aspek Pembelajaran Kurikulum 13). The learning can happen in any places or setting, learning English will be better when it is possible to take place based on the topic learnt. Schools can actually set a plan to have a regular field trip around the school area or to visit some public places around the town. These will help learners to internalize the actual purpose of the learning and also help learners to build up their confidence and to be experienced with the actual use of the language itself through interactions with the member in the settings.

3.6 Policy

The policy comprises three aspects: curriculum, law and time. Right now, government has implemented the K-13 which abides English subject as local content in the Junior High School level. There are still good chances in this curriculum 2013 about learning a language. It states 5 principles of language learning goals and one of them states that language is learnt as a mean of communication.

3.7 Cultural Differences in Classroom Norms

Many foreign language students come from other ethnics where the patterns of classroom communication are quite different. Johnson (1996) points out that, the patterns of communication in most classrooms are not explicitly taught, but they are implicitly enforced through teachers' use of language; Foreign language students may find it difficult to infer the norms for participation in classroom events. Thus, the ways in which these students talk and act in second language classrooms may seem strange or inappropriate in different cultural settings. Students bring with them the values and attitudes of their own cultures.

They cannot anticipate the cultural differences they will come upon when they go abroad to countries. The education system of various cultures differs from this country. In some places, teachers are the ultimate authority and students do not participate in class discussions,

and it becomes very difficult to make a class an interactive one. Students from such cultures may find it difficult to interact.

In multicultural classes, difference in the value attached to verbal versus nonverbal communication can affect the distance learners wish to maintain in the foreign language. Kramsch further point out to Hall's (1976) findings, which conveys that ".....students from cultures in which behaviors are highly predictable because of the 'homogeneous normative structure' of their society (e.g., Asian) tend to underestimate in English the importance of the communicative dimensions of discourse.

By contrast, these are essential in a society such as the North America, where, individuality is highly valued and where social relationships have to be negotiated in every communicative situation." Asian students' lack of verbal involvement in class interaction may be perceived by North American ESL teachers as the maintenance of an inappropriate social distance toward the group and thus lead to misunderstanding. Based on the reviews of the research , it had perceived that learners participate verbally in language classrooms to very different extents. Some are verbally reticent, while others tend to dominate the interaction. All these behaviors seem to be related to cultural origin.

While teaching an ESL class, it can be noticed that the students sometimes to be painfully aware of their limitations and constantly worried about their ability to use the language and less willing to partake in class interaction. We have to realized they felt somehow intimidated by other proficient speakers in the class and also by the presence of male students. Javanese is a male dominated country and for a female to speak in front of a male is impolite, specifically if he is a senior citizen. Shyness and inhibition stood in their way of progress in speaking the foreign language, which prevented them from taking risks and seizing opportunities to practice and learn. Johnson (1996) states that teachers must recognize that differences in second language students' linguistic and interactional competencies exist and, more importantly, that these competencies do not represent cognitive or social deficiencies. Hence, teachers should create classroom events that allow for greater variability in both the academic task structures and social participation.

3.8 Questioning Strategies for Interactive Learning

Observation of many language classes repeatedly show that teachers typically do between one half and three quarters of the talking done in classrooms. "Talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behavior (Allwright & Bailey 1999)." According to Nunan (1991), teacher talk is of crucial importance, not only for the

organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.

In foreign language classrooms, where learners often do not have a great number of tools for initiation and maintaining language, the teacher's questions provide necessary stepping-stones to communication. Appropriate questioning in an interactive classroom can fulfill a number of different functions. Teacher questions give students the opportunity to produce comfortably language without having to risk initiating language themselves. Students become afraid when they have to initiate conversation or topics for discussion. Teacher questions can serve to initiate a chain reaction of student interaction among themselves. Asking a lot of questions in a classroom will not by any means guarantee stimulation of interaction. Certain types of questions may actually discourage interactive learning. For example, too much time spent on 'display questions' (question for which the answer is already known to the teacher) -students can easily grow weary of artificial contexts that don't involve genuine seeking of information.

One of the most important keys to create an interactive language classroom is the initiation of interaction by the teacher. However non-directive the teaching style is, the teacher should provide the stimuli for continued interaction. These stimuli are important in the initial stage of a classroom lesson as well as throughout the lesson.

Without such guidance, classroom interaction may indeed be communicative, but students can easily get distracted and move away from the class objectives. Two major factors that has been considered in an interactive class room is 'wait time', or "...the amount of time the teacher pauses after a question and before pursuing the answer with further questions or nomination of another student" (Chaudron, 1988)", and different questioning strategy. Research have indicated that additional wait-time of about 5 seconds should especially allow second language learners a better chance to give their response, and it may fit better with their cultural norms of interaction. It has also been revealed that teacher's different questioning strategies may be either helpful for or inhibiting of communication in classroom.

Allwright, (1988) points out that at times teachers become too keen on getting the students to interact verbally, which can be counter-productive. Too much wait-time can be counter-productive just like asking questions to the student who is not prepared. From research, it has been revealed that on an average 'one second' wait time should be allocated to a student as classroom management becomes difficult if too much wait time is provided. However, a teacher should also rely on his/her judgment

in assessing a student's ability to answer certain questions, and accordingly allocate the wait time.

3.9 Interaction through Pair Work/Group Work

Other strategies, besides questioning, that promote communication in a language class are pair work and group work that obviously give rise to interaction. Encouraging students to develop their own strategies is an excellent means of stimulating the learner to develop tools of interaction. Nunan (1991) suggests that learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate in groups. According to Harmer (1991) “.... group work is more dynamic than pair work: there are more people to react with and against in a group and, therefore, there is a greater possibility of discussion.”

One of the major advantages of group work or pair work according to this observation that “.... it frees the teacher from the usual role of instructor/corrector- controller, and allows him or her to wander freely around the class.... (Ur, Penny. 1981).” We can give help where needed, assess the performance of individual students by noting language mistakes for future remedial work and devote more time to my slower learners.

3.10 Monitoring / Correcting Student Work

The effective teacher should circulate among the groups, listen to students, offer suggestions and criticisms, but it is not necessary to be a party to all linguistic intercourse in the classroom. Neither is it necessary to correct their errors. Krashen and Terrell (1988) state, “...error correction of speech even in the best of circumstances is likely to have a negative effect on the students' willingness to try to express themselves.”

Again, there has been enough research done on error correction to tell us that when teachers explicitly attempt to correct speech errors in the classroom, it hardly has any positive effect on students' performance.

Errors are a necessary manifestation of interlanguage development and we should not become obsessed with their constant correction. It has been observed Interaction in Second Language Classroom that “.... teacher correction of learner errors is helpful to many students, it may not necessarily be an effective instructional strategy for every student or in all language classrooms.

Peer correction or self-correction with teacher guidance may be more worthwhile investment of time and effort for some teachers and learners (Hendrickson, (1987).” However, no empirical research was found to substantiate these hypotheses. Moreover, well-managed group work can encourage spontaneous peer feedback on errors within the small group itself.

We have often observed foreign language classes where the teacher moved around the class taking notes, while the students were engaged in small group interaction. Error correction was delayed till the communication came to an end. Only when the students finished the task at hand, some of the errors were pointed out, with some additional controlled practice by the whole class to correct the error.

3.11 Learners' Equal Participation

The major question for this point of view is whether or not active observable participation is a contributing factor in a successful interactive class. Whether teachers should encourage all their learners to be active contributors to classroom language lessons? There are theoretical and practical reasons for expecting learner participation to be productive, but no really compelling evidence that it actually is. It is important to remember, that while teachers have a certain amount of power in the classroom, learners also clearly influence the pace and direction of the interaction. One thing for teachers to keep in mind is that students' learning strategies may not always parallel teachers' teaching strategies. Some learners may wish to be quiet and listen in order to learn, while their teachers believe they will learn by speaking.

One feature of Krashen's (1982) philosophy is that learners should not be forced to speak in the target language – that they would speak when they are ready and that learners, rather than teachers, should make the decision. Some learners' level of verbal interaction in classrooms may be related to their own opinions about how they learn best. In some cases, learners may wish to speak out but feel inhibited in doing so.

There may be times when teachers' desires to get students to interact verbally can be counter-productive as I have experienced in teaching learning process, but students do need to be constantly reminded and motivated to speak in the target language they are striving to acquire.

4. Conclusion

It can be summarized, in order to see how interaction takes place in a foreign language classroom activities and its importance, because it determines what learning opportunities the learners get. Teachers and learners together are the contributing source in managing the classroom interaction and at the same time managing these learning opportunities. It is evident that making learners actively participate as much as possible cannot be universally right, as not all learners learn best in the same way. What all learners do need, unanimously, is an environment in which they can settle down to productive work, each in their various subtle ways.

The implementations of English in the Junior high schools nowadays are choices for schools to take without neglecting its function as a mean of communication. And the interactions conducted in the learning process greatly depend on the teachers' competence to deal with the lessons, English itself, children as the learners and environment as the stakeholders. Junior High school students are in the *concrete operational state* of development where they have enough experience to begin to conceptualize abstract problem solving. They are active learners who learn better through actions. Teachers need to consider the appropriate ways of conducting the teaching and learning process by having enough competencies in handling children classes. The government also needs to pay attention by giving support in terms of regulations and policy to sustain good educational model for the students.

References

- Allwright, D. and Bailey, K.M (1996). *Focus on the Language Classroom*. Cambridge University Press. London.
- Brown, H.D. (1994). *Teaching by Principles*. Prentice Hall. New Jersey.
- Chaudron, C. (1987). *Second Language Classroom: Research on Teaching Learning*. London
- Departemen Pendidikan Nasional. 2006. *Standar Nasional Pendidikan Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*. (National Standard English Subject of Junior High School). Jakarta
- N.Y. Hendrickson, James M. (1987). *Error Correction in Foreign Language Teaching*. In a Long, Cambridge University Press.
- Michael et al. (ed). *Methodology in TESOL*. Heinle & Heinle Pub. Boston. Cambridge University Press
- Johnson, K.E. (1995). *Understanding Communication in Second Language Classrooms*. Cambridge University Press.
- N.Y. Kramsch, Claire J. (1987). *Interactive discourse in small and large groups*. In a Wilga Shaheena Choudhury
- M. Rivers (ed 1990)). *Interactive Language Teaching*, Cambridge University Press.
- N.Y. Krashen, S. and Terrell, T. (1988). *The Natural Approach*. Prentice Hall International.
- Nunan, D. (1991). *Language Teaching Methodology*. Prentice Hall International.
- Rivers, Wilga M. (1987). *Interaction as the key to teaching language for communication*. In Wilga
- M. Rivers (ed). *Interactive Language Teaching*, Cambridge University Press.

NY. Ur, Penny. (1981). *Discussions that Work*. Cambridge University Press.

Scott, Wendy A. and Ytreberg, Lisbeth H. 1990. *Teaching English to Children*. London: Longman.

The Influence on Small Group Interaction Technique on Student Achievement in Reading Comprehension

Ahmad Khozi¹, Nailul Fauziyah², Indrawati Pusparini³

¹*UIN Maulana Malik Ibrahim Malang (Naila.pustaka@gmail.com)*

²*Ikip Budi Utomo Malang (Nailul.ahmad@gmail.com)*

³*Ikip Budi Utomo Malang (Puspaindra71@gmail.com)*

ABSTRACT:

Reading is one skill of teaching English at Nursing Department. This subject is given to students in order to be able to improve and encourage the students to use medical English textbook in acquiring more information of medical theory, as all the guidance books are written in English. The purpose of this study want to know the students taught with small group work interaction have better reading capability than those who are taught by the conventional one.

This method of the research use quantitative method. The research found that significantly different capability in general reading comprehension was obtained. The obtained t-test value for general reading comprehension was 7.85 while the critical value of $p < .05$ level of significance of one-tailed test was 1.671 (d.f.= 60). From the t-test computation, it can be concluded that the students in experimental group had better capability than those in control group and small group work interaction technique is more effective than conventional technique in Kendedes Nursing Academy.

Key Word: Reading Comprehension, Small Group

INTRODUCTION

English, as the first foreign in Indonesia, has very important functions in some aspects of life. It is not only as a means of international communication, but also as an international vehicle in transferring and developing science and technology. In present time, the use of English is unavoidable. That is why English needs to be learned in formal schools and non formal schools. The students study the four English skills, reading, speaking, listening and writing as well. To master four language skills, the learners need to know their specific characteristics and the way how to learn them. Reading as one of language skills plays an important

role in language mastery or mastery of other sciences. It can be learned in many ways.

According to the theories of reading, the learner should be given a fundamental and active responsibility for interpretation of meaning. In other words, reading is an active process of constructing meaning from language presentation by graphic symbol (letters) systematically arranged. The meaning abstracted from the text is an outcome of the interaction between the printed page and reader's cognitive processing capacities (Harris, 1980). Reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic presentation and assign it membership to an appropriate group of concept already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and the knowledge of the world (Brown, 2001)

Kenedes Health Academy is one of private polytechnics in Malang which has two departments namely Midwifery and Nursing. At nursing department, English is taught in four semesters. In each semester, English is offered for 2 credit semesters. The objective of reading course given in the third semester at the Nursing Department is to develop student's reading proficiency and their general reading skill. This will also help them much to comprehend and understand the medical textbook they use.

However, reading is perhaps the most difficult language skill to teach for it involves many different elements such as : mechanical eye movement, grammar, vocabulary, and phonetics, spelling and intellectual comprehension. Nevertheless, it is one of the fruitful skills to teach. The majority of students may never speak much English but most of them will have to read in order to complete their university studies.

Some researcher findings, among Herber&Herber, (1993) proved that, the students still have difficulty in reading since they may have no reading interest and motivation and the purpose of reading was never explained to them. Based on experience as a reading teacher showed that the same condition also happened to university students especially those majoring in English, where reading may become a frightening class for them. It was unfortunate that many students still had difficulties in reading texts. Such a condition leads the writer to have an opinion that it is necessary to analyze the competence of learners taking reading class at kenedes Health Academy in Nursing Department. This study focuses on one of the factors, namely, teaching method as implemented in teaching technique. Alexander (1988) states that teaching quality, particularly the approach method and technique used in teaching process, is important.

Reading failure, however, can be prevented by efficiently organizing the class, carefully selecting and modifying reading materials and effectively presenting the materials. One of the strategies or techniques

of teaching reading comprehension is by organizing the class into several groups, or applying small – group interaction techniques. Placing the students into small, heterogeneous group to foster cooperative learning has generated considerable interest. With the great range of differences found in today's classroom, the use of cooperative group can be effectively used to increase pupil-engaged time (Heilman et al., 1981)

Although it is not something new, especially in teaching-learning process of reading comprehension, small group interaction technique is rarely practiced in school, whether in academy or in vocational high school. Therefore the writer intends to study the influence of small group work interaction technique on the student achievement in reading comprehension course by investigating small group interaction compared to conventional technique at Kendedes Health Academy.. This present study is conducted concerning with the students taking reading comprehension course at Nursing Department in Kendedes Health Academy Malang during the academic year of 2011/2012.

As mentioned before, the present study is intended to see the effectiveness of small group work interaction technique on the student achievement in reading comprehension course, the small group work compared to conventional technique. In other words, it is to see whether the small group work interaction leads to better achievement in reading comprehension on part of the students. This study attempted to answer one major problem: Do students taught with small group work interaction have better reading achievement than those taught with conventional technique? Specifically this study was intended to answer the following research questions:

1. Do the students taught with small group interaction in reading comprehension have better achievement in literal comprehension than those taught with the conventional technique?
2. Do students taught with small group interaction in reading comprehension has better achievement in inferential comprehension than those taught with the conventional technique?

The Concept of Reading Comprehension

The discussion of the concept of reading comprehension, in general, can not be separated from different from ways of defining the terms reading comprehension. Different writers introduce different views of the nature of reading comprehension. The researcher of the present study focuses his review on some concepts of reading comprehension in general. There are several different concepts of reading introduced by several authors or experts. Nunan (1999:249) states that :

Unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and effort is spent teaching reading in elementary and secondary school

around the world. In fact, it is probably true to say that more time is spent teaching reading than any other skills. For hundreds of years, being literate has been the mark of an educated person. One of the greatest indictments of many education systems is that some children spend up to twelve years in school and do not become literate.

This definition seems to be consistent with several other ways of conceptualizing reading comprehension.

Top-Down Reading Process

Top-down models assume that reading is primarily directed by reader goal and expectations. Again, such a few is general and metaphorical. Top-down models characterize the reader as someone who has a set of expectations about text information and samples enough information from the text to confirm or reject these expectations. (Grabe, 2002).

Interactive Reading Process

A number of experts have tried to formulate their concepts of interactive approach. Rumelhart (1980) as the first expert of this approach states that interactive approach in reading comprehension is the process of understanding the meaning of text in which both, background knowledge and the text are sources of information. In his well-known theory, Schema (schemata) theory, he discusses two models of process on comprehension, top-down (concept-driven) and Bottom-up (data-driven) process, which are interactively involved in comprehension.

Reading comprehension skill

Different experts have purposed many differentiations of components of reading comprehension in their research. One of them is purposed by Drum, Calfee and Cook (1981) in relation to abilities required for successful performance in multiple-choice reading tests. The ability includes:

1. accurate and fluent word recognition;
2. knowledge of specific word meanings;
3. knowledge of syntactic/semantic clause and sentence

relationship;

4. recognition of super ordinate/ super ordinate idea structure of passage;

5. identification of the specific information requested in question;

6. evaluation of the alternative choices in order to select the one that best

- fits: a. the syntactic/semantic requirements of the questions;
b. the idea structure of passage.

Factor Influencing Comprehension

The success or failure in understanding written materials is dependent upon many factors. These factors may be classified into three categories: reader, textual and instructional.

First, included in the category of reader are psychological factors such as attitudes, interests, motivation, and habits. These factors are interrelated in the sense that a reader's personal attitude toward a certain reading topic determines his interest in reading it. Negative attitude results in poor interest and positive attitude results in good interest. Then, when he has been interested in reading, he will be motivated to read and finally he will acquire a good reading habit.

In addition to the psychological condition within the reader, his cognitive abilities and general intellectual skills also affect comprehension in reading. They include abilities to decode, to recognize inductive sequences of ideas leading to a conclusion, to apply deductively a principle to new situation; and to recognize cause-effect, comparison, contrast, and other idea relationships.

Moreover, memory plays an important role in reading comprehension. The reader must recall what he reads as well as his own experiences and other relevant readings. Altogether, these factors result in comprehension, expanding the meaning of the reader is able to take what he reads (Olson and Dilner, 1982; Turner in Alexander, 1988). The reader's linguistics knowledge, such as knowledge of vocabulary and syntactic structure, also affects comprehension in reading. Therefore, unfamiliar with the words and difficult structure presented by the author of the text cannot obstruct the reader's comprehension. Moreover, the reader's unfamiliarity of the concept discussed in the text also results in poor comprehension (Olson and Dilner, 1982; Nuttal, 1982; Harris and Sipay, 1980).

RESEARCH METHODOLOGY

The research design employed in the study is Two Groups, Pretest-Post test Design. The selection of this design is based on some considerations that the researcher had an accessibility of reorganizing the class into experimental and control groups. This makes it possible for the researcher to regroup the subjects in such a way that two equal groups could be obtained.

The grouping of the subjects into experimental and control groups is based on random assignment. The randomization is believed to have high degree of control to avoid the effect of some extraneous variable. The experimental group and control group are then assumed to be statistically equal so that two groups are obtained.

In addition, a pretest is then administered to ensure that the two groups remained equal. The research design is illustrated in Figure 1

Group	Pretest	Independent Variable	Posttest
Experimental	Y ₁	X	Y ₂
Control	Y ₁	-	Y ₂

- X refers to the treatment
- Y₁ refers to the observation in the pretest.
- Y₂ refers to the observation in the posttest.

The figure shows that both the pretest and the posttest are administered. The administration of the pretest is just to prove whether the experimental group and the control group really have more or less equal initial reading comprehension ability. Therefore, the result of the pretest is analyzed by using a t-test to see the significance of the difference between the two means.

The accessible populations are the students of Nursing Department of Kenedes Health Academy of Malang who are taking Reading Comprehension course in the third semester of the 2011/2012 academic year. The number of the accessible population is relatively small (70 students); all of the available students are taken as the subjects of the study. Therefore, no sampling design is employed. Rather, those 70 students are assigned to either the experimental group or the control group by random assignment. The procedure of random assignment resulted in a composition that the experimental group consists of 35 students, while the control group 35 students.

FINDING AND DISCUSSION

The finding is presented based on the statement of the problem and hypothesis. In the statement of the problem, it is questioned that whether the students taught with small group work interaction in reading comprehension have better achievement in literal and inferential comprehension than those who are taught with conventional technique. The hypothesis stated that the students taught with small group work interaction perform better achievement in literal and inferential reading comprehension skill than those who are taught with conventional technique

CONCLUSION

Based on the result of the data analyses and the discussion of the finding, some conclusion can be drawn. First, the small group work interaction technique of teaching reading comprehension and the conventional technique of teaching reading have different impact on the students' comprehension achievement. In this case, the students who are taught with small group interaction technique tend to have better reading achievement than those who are taught with the conventional technique.

Second, the small group work interaction technique is more effective conventional technique. It means that the students who are taught with the small group work interaction technique tend to have better literal and inferential comprehension achievement than those taught with conventional technique. In short, the small group work interaction technique is in general more effective than the conventional one in facilitating students' learning to read.

In reference to the findings, some recommendations are made for reading instruction and future studies. The first recommendation is objected to classroom teachers of teaching, as they are facilitator in learning process. The small group work interaction technique is recommended to be used as a technique of teaching reading comprehension to non-English department as well as English department student. In order that the application of small group work interaction technique runs well in the classroom practice, the reading teachers who plan to use it are recommended that they consider to select the instructional material. It has to be appropriate for the students' level in terms of its vocabulary, syntactic complexity, and topic familiarity because this technique of teaching will not work if the students encounter too difficult passage.

The second recommendation goes to further studies. Relevant to the finding, suggestions for further research are made as follows:

- (1) The present study uses only students of non-English department of private University as the target population and the students of Kendedes Nursing Department as the accessible population. Further studies are suggested to be conducted to students of English department.
- (2) The present study is limited only to literal and inferential levels of comprehension. It is suggested that future study be conducted to include the evaluation level of comprehension.
- (3) The present study is limited only to the students taking reading comprehension in intermediate level. Therefore, similar studies are recommended to be conducted to the students of advanced level. The study may include more accessible population with larger target population.

REFERENCES

- Ary, D. 2002. *Introduction to Research in Education*, New York, Rinehart and Winston.
- Alexander, J. Estill. 1988. *Teaching English*. Boston: Scott, Forest man and Company
- Bachman, Lyle F. 1990. *Fundamental Consideration in Language*, Oxford: University Press.
- Brown, H. 1994. *Principle of Language Learning and Teaching*. Third Edison. Englewood cliff, NJ: Prentice Hall Regents

- Chaudron, C.1988. *Second Language Class Room, research on Teaching and learning*, Cambridge: Cambridge University Press
- Cotterall, Sara. 1990. *Developing Reading Strategy Through Small-Group Work Interaction*. New Zealand: Victoria University of Wellington
- Harris , Albert J, and Sipay E.R 1980. *How to increase Reading Ability*, New York : Longman
- Karlin, R. 1984, *Teaching Reading in High School Improving Reading in Content Area*. New York: Harper & Roe, publisher
- Krashen, S.D. 1985. *The Input Hypothesis: Issue and Implication*. London : Longman.
- Long, Michael H and Porter Patricia a. 1985. *Group Work Interlanguage Talk, and Second Language Acquisition*. Tesol Quarterly 19.
- Olson, Joane P and Diller , Martha, H. *Learning to Teach Reading at Elementary School* New York : Macmillan Publishing Co, Inc
- Pietro, R.J.D. 1979. *Strategy Interaction Learning Through Scenario*. Cambridge: Cambridge University Press.
- Rivers, W.M. 1987 *Interactive Language Teaching*, Cambridge: Cambridge University Press.
- Singer, H, Ruddel R.B. 1985. *Theoretical Model and Process of Reading* (Third Edition). New Jersey: International Reading Association, Inc.
- Wells, 1983 *Learning Through Interaction*, Cambridge University Press.

THE DEVELOPMENT OF ENGLISH TEXTBOOK BASED ON THE CHARACTER VALUES IN CURRICULUM 2013 FOR SECONDARY HIGH SCHOOL STUDENTS IN KABUPATEN SUMENEP MADURA

Marsuki^{1*}, Welas Listiani²

^{1,2}|KIP Budi Utomo Malang

*Email. marsukigani@yahoo.com

ABSTRACT

The purpose of the study is to describe the need analysis rate of the schools toward the development of English textbook of secondary school based on the curriculum 13-character value and the students knowledge of secondary school in Kabupaten Sumenep toward character education values. To conduct it, the research designs of survey and need assessment are used, while the data collection techniques are questionnaire and deep interview. The sample of the study is 6 secondary schools implementing curriculum 13 in Kabupaten Sumenep. The target subject are 6 English teachers and 130 students of secondary schools in Kabupaten Sumenep. On the basis of the data analysis, it was found that 6 secondary schools implementing curriculum 13 at present needed an English textbook of secondary based on the curriculum 13-character value which can be used as a supplement of required English book from Kemendikbud. The textbook is expected to facilitate the students study and understand English textbook. Besides, of a number of 130 students, 92.06% of them indicate excellent level of their knowledge and understanding toward nation character and culture values. Nevertheless, 7.94 students have not been able to answer some questions correctly.

Key words: value, character, book, English, curriculum

INTRODUCTION

English as a foreign language in Indonesia is an obligatory subject taught to students of secondary high schools in either curriculum 2013 or curriculums before. As an international language in the global era now, English has very important roles and functions as a means of

communication and interaction to express human thought, feeling, emotion, and need in daily lives.

In curriculum 2013, it is stated that students are expected to be able to have 4 Core Competences namely, spiritual competence, social competence, knowledge competence, and skill competence in learning English. The four competences are elaborated through Basic Competences which must be achieved by secondary high school students. For instance, in Basic spiritual competence, it is stated that the students of secondary high school must thank chances of learning English as a medium language of international communication manifested in learning motivation. While in Basic social competence, some of which are students can show polite, honest, responsible, cooperating, disciplinary, confident manners in communicating English interpersonally and transactionally. In one of the basic knowledge competence, it is explained that students can arrange simple oral text to express and respond greeting, permission, thanks, and apology for basic skill competence (Peraturan Mendikbud, 2013).

To improve English competences, especially for secondary high school students in Kabupaten Sumenep Madura, various ways certainly can be carried out, for instance through textbook development, learning method, instructional materials, learning media, and so forth which is compatible with curriculum 2013. In this research, the development of English textbook by integrating character values based on curriculum 2013, is major topic and discussion conducted to improve students' competences of secondary high schools, especially in kabupaten Sumenep Madura. The improvement of the character competence for secondary high school students through the development of English textbook is a manifestation of Law number 20 year 2003 on System of National Education which clearly states that education is a conscious and planned efforts to embody learning situation so that the students actively improve their own potency and to have spiritual power, good manner intelligence as well as skills needed for themselves (Marsuki, 2013 dan UU Sisdiknas, 2005). Therefore, Minister of National Education, Prof. Ir. H. Mohammad Nuh in 2009 said that nation character education needs to be included to national education building policy because politeness, ethics, and graduate creativity are considered to decline, and become social complaint (Marsuki, 2013).

A lot of immoral cases and delinquencies nowadays done by secondary high school students exposed by media either in electronic or printed media such as television, radio, internet, newspaper, magazines, and so on. For instance, in March 30, 2013, the fight among the students occurred at secondary high school 1 Arjasa Kangean Sumenep and some of them used sharp weapons like sword and others. These immoral cases also happened in other places especially done by secondary high school students. Therefore, curriculum 2013 has formulated content standard through Graduate Competence Standard, Core Competence,

and Basic Competence which contain characters values like faithful, cautious, thankful, polite, caring, honest, disciplinary, confident, cooperating, smart, skillful, healthy, capable, creative, independent and responsible (Kemdiknas, 2011).

Before the English textbook of character values of curriculum 2013 is developed for the students of secondary high school in Kabupaten Sumenep Madura, the research aims at describing (1) school need toward the development of English textbook based on the character values of curriculum 2013 for the students of secondary high school in Kabupaten Sumenep Madura, and (2) the knowledge map of the students of secondary high school toward character education values which can be used to develop the English textbook based on the character values of curriculum 2013 in Kabupaten Sumenep Madura.

RELATED LITERATURE

English Learning in Indonesia

English as international language is mostly learned and taught both as first, second language, and foreign language. The English function in globalization context doesn't change a lot, namely as a very important tool for science and technology, and for communicating with other nations in the form of international relations in various aspects of human lives (Saukah, 2003 in Bahasa dan Pembelajaran Bahasa, 2009).

Remembering English is very important as a global language since the early independence, English has been given a status as a first foreign language which is obligatorily taught at high schools (Sadtono, 1997: Huda, 1997 in Saukah, 2003). Therefore, the high school students especially the the students of secondary high school were expected to be able to have good competencies in either grammatical competence or communicative competence, so they could do English function transactionally and interactionally reflected in 3 competencies, namely spiritual, social, knowledge, and skill competencies (Peraturan Mendikbud, 2013).

English Subjects in Curriculum 2013

In the rule of Minister of Education and Culture about curriculum 2013 and book about "The Materials of teachers' Training as Curriculum 2013 Implementation" is explained and exposed about English learning for secondary high school based on curriculum 2013. As explained above, the application of curriculum 2013 was done step by step and English learning especially started from grade VII. In the new curriculum, Graduate Competence Standart ties all subjects including English subjects. It means all lessons in the development must refer to Graduate Competence Standart. Meanwhile, Graduate Competence Standart is developed based on the students' need which has priority of balances between soft and hard skills competencies (Sutiana, 2013).

METHOD

The research uses survey and need assesment related to school need of the English textbook based on curriculum 2013, and (2) students' knowledge map towards the character values for the textbook development.

The research subjects were 6 English teachers and 130 students at (1) SMPN 1, (2) SMPN 2, (3) SMPN 4, (4) SMPN 1 Kalianget, (5) SMPN 1 Saronggi, and (6) SMPN Talango Sumenep which are implementing curriculum 2013 at Kabupaten Sumenep Madura. While the instruments were questionnaires for the students and interview for English teachers. When the data have been collected, they were then analysed qualitatively and quantitatively.

FINDINGS

The following exposes the findings of the research one after the other on the basis of the research problems stated above.

The School Needs Toward English Textbook

Based on the data analysis by interviewing six English teachers, it was found that the textbook used by the schools was only one required book from Ministry of Education and Culture entitled "When The Bell Rings". The additional English textbook as supplement were seldom found to support students' learning process. It is said in curriculum 2013 that both teacher and students are expected to be creative and active to create conducive learning situation to get more materials and learning sources through books, television, radio, internet, etc. Teacher is not only learning source anymore.

It certainly is affected by both technical and non technical factors. Technically, the secondary school students at Kabupaten Sumenep Madura have not been ready to be demanded creatively and independently to browse their learning sources without teachers. For example, they have to search and access their supporting learning material in internet. Besides, a lot of schools have not facilitated their environments with hotspots. Even the teachers always had additional materials in copy pieces shared to their students so that the students could understand English subject according to the curriculum objectives.

Nontechnically, a lot of students are economically low. It of course influences their learning motivation like now which is always connected with a quick progress of science and information technology. The facts become disturbances for the students to make progress. Nevertheless, there are 2 secondary high schools which really are ready to implement curriculum 2013, namely secondary high schools 1 and 2 because they have been experienced schools to carry out learning process in Kabupaten Sumenep. In addition, they are supported with sufficient facilities to increase students' English achievement. They also have several excellent classes with 20 and 25 students in one class. In

terms of the qualification, all of the English teachers' quality are not far different.

The Knowledge Maps of The Secondary High School Students Toward The Character Education Values

Based on the questionnaire analysis, namely of 130 students from 6 secondary schools, it was found that 92.06% of 130 students indicated their excellent knowledge and comprehension toward nation good values, namely character and culture values possessed by Indonesian nation. 7.94% of students have not been able to answer some questions correctly. The most false answers were found in number 15 with 49.23%, number 18 with 30.77%, number 32 with 19.23%, number 13 with 18.54%, number 8 with 14.63%, and number 35 with 13.85%.

Of the finding above, it can be concluded that the secondary high school students have excellent knowledge and comprehension toward nation good values used in the development of English textbook based on the nation character values in curriculum 2013.

DISCUSSION

The findings above are then discussed in detail in terms of the two formulated problems above in the following ways.

The School Needs Toward English Textbook

On the basis of the findings above, it is said that all the English teachers of 6 secondary high schools in Kabupaten Sumenep including schools needed the development of English textbook based on the nation character values in curriculum 2013. The textbook which integrate the nation character values in compatible with Pancasila, UUD 1945, religion norms, national education systems, and national cultures such as faithfulness, honesty, loving country, tolerance, social and environment caring can be made a supplement to support the required English textbook entitled "When The Bell Rings" from Ministry of Education and Culture.

The expectation can be made as a priority for school and teachers, especially English subject in Kabupaten Sumenep because fundamental reasons. First, the nation character and culture values are important to transfer to young generation especially for secondary high school students remembering that the values have declined gradually nowadays. Through integration of the above-mentioned values to curriculum, syllabus, and textbooks, the students get transfer of values besides transfer of knowledge in learning process (Supinah, 2011, Dewi Emiasih, 2011, and Sunarti, 2012). Teachers are not only teaching but also educating to build students' characters and save them by building good conduct, ethics, knowledge, and skills. It is expected that the students can be so brilliant, smart, but mentally good that they can build their country.

Second, the textbook with nation character values is strongly required to bridge the students having difficulties with the required English textbook used. In short, all the teachers expected a lot to have the other textbook as supplement that not only benefit for them but also for their students so that they can learn English easily and successfully. That is why, the type of the textbook is very important to do because it can solve nation problems such as disorientation, and awareness declining, and nation disintegration (Supinah, 2011).

The Knowledge Maps of The Secondary High School Students Toward The Character Education Values

Based on the findings in terms of the students' knowledge toward the character education values, it is said that the students have excellent knowledge in understanding nation character and culture values which total 18 items. These values involve (1) religious, (2) honest, (3) tolerant, (4) disciplinary, (5) hard working, (6) creative, (7) independent, (8) democratic, (9) wishing to know, (10) nation spirit, (11) loving country, (12) achievement appreciation, (13) friendly or communicative, (14) loving peace, (15) fond of reading, (16) environment caring, (17) social caring, and (18) responsible.

The values aim at building young generation character, especially Indonesian students to manifest the nation ambition in making citizens' lives smart, intelligent, faithful, cautious, skillful, creative, innovative, healthy to the God based on (1) religion, (2) Pancasila, (3) nation culture, and (4) national educational goal. The values reflect ways to think, act, and behave for the young generation especially for the secondary high school students in Kabupaten Sumenep. Therefore, all the facts are expected to be valuable data in developing the English textbook based on the nation character values of curriculum 2013 to increase the students' character of the secondary high schools especially in Kabupaten Sumenep, and generally in Indonesia.

Nowadays, the nation characters for secondary high school students have really declined and can be solved by one of the efforts, namely developing the English textbook based on the nation character and culture values (Marsuki, 2013). The research have found that the students of secondary high schools keep having good knowledge and understanding on the nation character and culture education values dug from (1) religion, (2) Pancasila, (3) nation culture, and (4) national educational goal

CLOSING REMARK

The following ways are the conclusion of the findings above explained one after the other based on the research problems.

The School Needs Toward English Textbook

In terms of the first problem, it was found that all the schools and English teachers needed a lot of the English textbook based on the nation character and culture values of curriculum 2013. The results were obtained by having interview with 6 English teachers of 6 secondary high schools which are implementing the policy of curriculum 2013 in Kabupaten Sumenep Madura. They are 1) SMPN 1 Sumenep, (2) SMPN 2 Sumenep, (3) SMPN 4 Sumenep, (4) SMPN 1 Kalianget Sumenep, (5) SMPN 1 Saronggi Sumenep, dan SMP Talango Sumenep. In addition, it was found that the textbook used by the schools was only one required book from Ministry of Education and Culture entitled “When The Bell Rings”. The additional English textbook as supplement were seldom found out to support students’ learning process.

The Knowledge Maps of The Secondary High School Students Toward The Character Education Values

Based on the questionnaire analysis, namely of 130 students from 6 secondary schools, it was found that 92.06% of 130 students indicated their excellent knowledge and comprehension toward nation good values, namely character and culture values possessed by Indonesian nation. 7.94% of students have not been able to answer some questions correctly. The most false answers were found in number 15 with 49.23%, number 18 with 30.77%, number 32 with 19.23%, number 13 with 18.54%, number 8 with 14.63%, and number 35 with 13.85%.

The finding indicates that the students of secondary high schools especially in Kabupaten Sumenep Madura have excellent knowledge and understanding about nation character and culture education values. These finding can be used as a guideline to realize an English textbook based on the nation character and culture values of curriculum 2013 for the next research.

REFERENCES

- Bahasa dan Pembelajaran Bahasa.2009. *Kumpulan Pidato Pengukuhan Guru Besar Universitas Negeri Malang*. Jilid II. Malang. Penerbit Universitas Negeri Malang.
- Kementerian Pendidikan Nasional. 2010. *Pengembangan Pendidikan Budaya Karakter Bangsa*. Badan Penelitian Pengembangan Pusat Kurikulum.
- Kementerian Pendidikan Nasional. 2011. *Panduan Pelaksanaan Pendidikan Karakter*. Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan.

Marsuki, Yahmun, dan Efendy, B.A.2013. *Peningkatan Karakter Siswa Sekolah Dasar (SD) Melalui Pengembangan Buku Ajar Bahasa Inggris Interaktif Berbasis Nilai-Nilai Budaya Bangsa di Kota Malang*. Penelitian Desentralisasi Hibah Bersaing. Dikti Kemendikbud.

Nuh, M. 2009. *Pendidikan Budaya Karakter*. Balitbang.

Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Depdiknas.

Saukah, A. 2003. *Pengajaran Bahasa Inggris di Indonesia: Tinjauan Terhadap Unjuk Kerja Pembelajar serta Upaya Peningkatannya*. Pidato Pengukuhan Jabatan Guru Besar Bidang Ilmu Pendidikan Bahasa Inggris Pada Fakultas Sastra disampaikan dalam Sidang Terbuka Senat Universitas Negeri Malang 3 Maret 2003. Penerbit Universitas Negeri Malang.

Supina dan Parmi, I. T. 2011. *Pengembangan Pendidikan Budaya dan Karakter Bangsa melalui Pembelajaran Matematika di SD*. Badan Pengembangan Sumber daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan. Kementerian Pendidikan Nasional.

Sutiana, A. 2013. Pembelajaran Bahasa Inggris SMP berdasarkan Kurikulum 2013. LPMP Propinsi Jawa Barat.

Undang-undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Bandung: Citra Umbara

LINGUISTICS

World Englishes Issues for Indonesia as an Expanding Country

E. Sadtono

Universitas Ma Chung, Malang
sadtono@gmail.com

Abstract

In World Englishes, Indonesia, as a country in Kachru's expanding circle, is confused as to what or who to follow. Having no English language tradition, in terms of World Englishes, Indonesia is virtually lost. Kachru's outer circle countries (ESL countries) have used English for ages, and they have also developed their own variety of English and so they are concerned with which school of thought to follow: Kachru's or Quirk's, as either one is well justified, and both have their own merits and demerits. Indonesia – as an EFL country, on the other hand, having no English background history as an expanding circle country, is presently at a crossroads, especially in terms of TEFL. Indonesia needs a model of English to emulate, without a model Indonesia is confused. Indonesia is unable to follow Kachru's philosophy as Indonesia has never been linguistically colonized by either the British or the American. Indonesia has learned English for globalization, modernization, and practical purposes. As a matter of fact, the spread of English is inseparable from its carriers, such as history, culture, and geography. Historically we practically have linguistically nothing to do with the British nor the American, except for a short stint during Raffles era, thus in terms of English we are 'neutral.' Geographically the UK and the US are far from Indonesia. Culturally, especially after WW II, due to advance in science, technology, and American entertainment, economic, and technological power is undeniably more influential than the British. For these reasons, we are 'compelled' to choose International English or English as a *lingua franca* with American English flavour as our model to use for global communication. It does not necessarily imply that we are 'linguistically colonized' by American English. This paper discusses the issues of World Englishes in general and the implication in teaching English in Indonesia. It concludes with an appeal to use one type of English consistently, but understand other Englishes, as metaphorically we have just one mouth, but two ears.

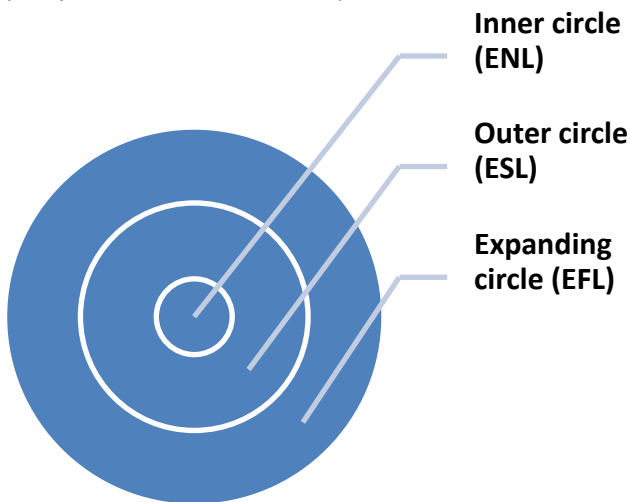
1. Introduction

"Little little to me, salary no up up" (*Kompas.com* 2 August 2015) (If it were translated into Indonesian, it would be '*Sedikit sedikit saya, [padahal] gaji tidak naik naik.*') Ahok said imitating the poor English of Jakarta Government authorities when he met Mr. and Miss Jakarta 2015. That is just an example of Indonesian English if we let English loose in

the teaching of English in Indonesia. This paper will discuss the two major schools of thought regarding World Englishes which would affect the teaching of English in Indonesia. For a variety of reasons, the choice of International English may be the best for Indonesia.

2. World Englishes

There are quite a number of definitions of World Englishes and this paper uses the following definition, ‘...an umbrella label referring to a wide range of differing approaches to the description and analysis of English(es) worldwide.’ (quoted by Oxford and Jain, 2008, from Bolton, 2008). A simpler definition would be ‘...the array of varieties of English spoken throughout the world.’ (International English. Wikipedia, 2015). The following illustration is Kachru’s concentric circles describing World Englishes (Adapted from Kachru, 1997).



Kachru's theory of circles

1. Inner circle countries: The UK, the United States, Canada, Australia, New Zealand, Ireland, South Africa, and various islands of the Caribbean, Indian Ocean, and Pacific Ocean
2. Outer circle countries: India, Pakistan, Bangladesh, Malaysia, the Philippines, Singapore, Nigeria, etc.
3. Expanding circle countries: 'those countries where English has no official role, but is nonetheless important for certain functions, e.g. international business and tourism,' (Wikipedia, 2015) such as China, Japan, Taiwan, Korea, Indonesia, Thailand, etc.

The issues of World Englishes are indeed mind-boggling as there are so many aspects to deal with. Before we proceed, first we have to distinguish between World English and World Englishes (Jenkins, 2015-retrieved). The former usually refers to English as a *lingua franca* or

international language, the latter refers to varieties of English. World English is sometimes referred to as Global English, World English, Common English, Continental English, General English, Engas (English as associate language), or Globish. (International English, Wikipedia, 2015). Opinions regarding World Englishes are divided: one group of scholars would like to have just one model ('Quirk concern'), either British English or American English. The other group prefers to be independent ('Kachru's catch') (Rajagopalan, 2004).

The two major varieties, British English and American English, have their own sphere of influence. The influence of British English is more dominant in Europe, mainly due to the geographical proximity between the UK and Europe, and the Commonwealth countries (most of them were colonized by the British Empire). The American English influence is in the Philippines and the rest of the world (the ones not under the British influence) mainly due to the advancement of science, technology, and entertainment – mainly through pop culture.

The two major varieties, to some extent, attempt to influence the world, consciously or unconsciously, through English language teaching, using tests (TOEFL, TOEIC, IELTS), materials and personnel. Nowadays, however, they realize that to a certain extent, the existence of World Englishes poses a threat to their business in selling English teaching materials and consequently some of the reference materials contain both varieties, for example some thick dictionaries. The existence of World Englishes also leads them to adopt local characters and stories in the teaching materials published so that their teaching materials can be more acceptable and saleable. In the final analysis, they understandably still want to dominate the market and this might imply keeping the native-speaker or the inner-circle speaker of English as a model for the language teaching materials.

Examples from textbooks written by an Indonesian writer (Indonesian English?)

If English were let loose, it might become fragmented as can be seen in the following examples:

A. English teaching materials (story books) published in Indonesia. The following are citations from story books for kindergartens. The covers of the booklets are entitled: *Dongeng Dunia Binatang. Bilingual Full colour. Diceritakan kembali oleh Puput Mugiati. Published by Cahaya Agency*. They do not explain the meaning of 'Diceritakan kembali' (Retold). No place and year of publication are mentioned. The physical qualities of the booklets are excellent. The titles of the booklets are *Dobi dan Serigala. Kasuari dan Burung Unta. Nasehat Eyang Katak yang*

Bijaksana. Bona dan Boni. Pesan Burung Kenari. Ratu Lebah Yang Jahat. Katak-katak Yang Mengagumi Kerbau. AnakTupai Akhirnya Jera. Anak Beruang Belajar Mandiri.

They are bilingual booklets: Indonesian and English. The Indonesian text is good, but the English text (the translation?) is horrible. At the end of each booklet, it is written: *Warnailah gambar ini sesukamu! (Color the picture below you please)*. The following are taken from pages 2 and 3 of the booklets as samples; Arabic number refers to the title of the booklet, lower case letters *a, b, and c* (if any) refer to the Indonesian text, and lower case *i* refers to the English text (the translation?). The English text is taken *pro toto*, no editing.

1. *Anak Beruang Belajar Mandiri* (pp. 2-3)
 - a. *Berry adalah beruang kecil berumur dua tahun lebih, dan seharusnya beruang seusianya sudah harus belajar hidup mandiri.*
 - i. Berry is a small bear was two years older, and should bear his age already have to learn to live independently.
 - b. *Oleh karena itu setiap malam Bu Berra selalu membacakan kisah perjuangan para beruang, agar Berry bisa meneladaninya.*
 - i. Hence every night bu Berra always read the story of the struggle of the bears, so Berry could follow suit.
2. *Anak Tupai Akhirnya Jera* (pp. 2-3)
 - a. *Suatu hari rakyat tupai mengadakan pesta makan kelapa atas kelahiran putra mahkota.*
 - i. One day a party of the people squirrel eating coconuts on the birth of the crown prince
 - b. *Yang kemudian diberi nama Riri*
 - i. Which later was named Riri.
3. *Katak-katak Yang Mengagumi Kerbau* (pp. 2-3)
 - a. *Di sebuah danau, hiduplah sebuah keluarga katak*
 - i. In a lake, there lived a family of frogs
 - b. *Di antara katak-katak itu terdapat seekor katak yang paling besar tubuhnya di antara katak yang lain.*
 - i. Among the frogs are most large frog frog body among others.
 - c. *Ia biasa dipanggil Pak Big*
 - i. He always called Mr. Big
4. *Ratu Lebah Yang Jahat* (pp. 2-3)
 - a. *Hari ini Ratu Lebah bersiap-siap berkunjung ke kerajaan Dewa Zeus ia membawa oleh-oleh sarang yang penuh dengan madu yang lezat.*

- i. Today the queen bee *besiap (sic)*-ready been ke kerajaan (*sic*) god ZEUS, he brought a souvenir with a nest full of delicious honey.
5. *Pesan Burung Kenari* (pp. 2-3)
 - a. *Siang itu, bu Dara sedang membaca buku, tapi sebenarnya matanys sudah lelah, Riri si burung Kenari yang memang rajin, mengingatkan teman-temannya menghampiri burung Dara "Kalau mengantuk,jangan dipaksa membaca Bu," nasihatnya.*
 - i. That afternoon,Dara was reading a book, but in fact his eyes were tired, Riri canary bird that is diligently reminding his friends over to Dara "If drowsiness not be forced to read" counsel.
6. *Bona dan Boni* (pp. 2-3)
 - a. *Pagi itu seluruh penghuni hutan tengah berjalan meninggalkan hutan tempat tinggalnya, sebab hutan yang menjadi tempat tinggal mereka telah rata dengan tanah.*
 - i. That morning was walking around the forest dwellers of the forest where he lives, because the forest they live temat (*sic*) been razed to the ground.
7. *Nasehat Eyang Katak Yang Bijaksana* (pp. 2-3)
 - a. *Di sebuah danau kecil, hiduplah sebuah keluarga katak yang terdiri dari: Pak katak, Bu katak, Si katak kecil dan Eyang katak.*
 - i. In a small lake, there lived a family of frogs that consists of: Mr. Frog, Miss frog, small frog and toad Grandmother.
8. *Kasuari dan Burung Unta* (pp. 2-3)
 - a. *Hari ini cuaca sangat cerah,matahari bersinar cerah memancarkan sinarnya yang hangat.*
 - i. Today the weather was clear, the sun was shining brightly emit a warm light.
 - b. *Burung Sriti pun menikmati indahnya hari ini dengan terbng melayang-layang di udara*
 - i. Birds also enjoy the beautiful Sriti today fly hovering in the air.
9. *Dobi dan Serigala* (pp. 2-3)
 - a. *Pagi itu Dobi dan ibunya sedang asyik makan rumput, Karena sudah sore maka ibu Dobi mengajak pulang, namun tidak dihiraukan oleh Dobi, ia tetap asyik makan rumput.*
 - i. Dobi morning and her mother was busy eating grass, Because it was late afternoon,Dobi

mother took home, but was ignored by Dobi, he remained engrossed in eating grass.

Comments: The kindergarten children would learn and remember the wrong grammar and vocabulary (according to Quirk's school of thought); but they might be correct in Kachru's opinion if the stories were in 'Indonesian variety of English.' The English used in the stories would be overhauled by Quirk's followers. The following are only some comments based on standards of English currently followed in Indonesia

1. Tense: a story usually uses the present tense
2. Slothful: Indonesian words are used: *besiap*, *kerajaan* (4.a.i)
3. Gender: confusion: 'Bu' is a woman, but the pronoun is 'he'. (9.a.i). 'Queen bee ... , he...' (4.a.i)
4. Plurality: the use of 'was' instead of 'were'. (9.a.i)
5. Vocabulary and context: 'took home' (9.a.i), 'toad Grandmother,' (7.a.i), 'the people squirrel,' (2.a.i), 'most large frog frog body' (3.b.i)
6. Agreement or concordance: Dobi is supposed to be female ('Dobi [morning] and her mother') (9.a.i); later Dobi changes her gender ('... but was ignored by Dobi, he remained engrossed ...') (9.a.i)
7. Some vocabulary items are formal or low frequency words, unsuitable for kindergarten readers: engrossed (9.a.i), ignored (9.a.i), emit (8.a.i), hover (8.b.i), raze (6.a.i)
8. Not using -ing form: 'emit' (8.a.i)
9. Ignorance of transitive and intransitive verbs: enjoy (what?) (8.b.i)
10. Confusion of Miss and Mrs. (7.a.i)
11. 'misanthropormism' 'That morning was walking around' (6.a.i)
12. Passive instead of active form: 'He always called Mr. Big' (3.c.i)
13. Grammar construction: 'If drowsiness not be forced to read..' (5.a.i)

B. Is this English?(World Englishes, 2005)

Neo-Solomonic (Solomon Islands)	Standard English
Orayt, mif # la i go go lang	Very well. We kept going on the

saltwater, lukawtim fish, naw win i kem, naw mif # la i go alebawt long kinu, naw bigf # la win i kem naw , mif # la go, no kachim # ples i kwaitf # la	sea, hunting fish, and a wind arose; now we were going in canoes, and an immense wind arose, and we were thrown around and ran very fast (before the wind)
---	--

If there were no rules of correctness, varieties of English would lead to the Tower of Babel as each variety would become a completely different language or another foreign language with its attendant ramifications.. Therefore there ought to be rules of correctness with minor deviations tolerated,the crucial thing is communicativeness and comprehensibility in general.. We cannot help having an educated native speaker as a model, though not necessarily a ‘language nazi.’ (Van, n.d.) As an International English, it is said to belong to everybody, not owned by the inner circle countries. It sounds contradictory: On one hand International English belongs to everybody, on the other hand correctness belongs to inner circle countries. Maybe it should be so; it is simply a Hobson’s choice. After all, uniformity is simply virtually impossible in human language as it is human nature to differ and to enjoy differences.

Comparison between two major schools of thought

The following is a simple comparison between Kachru’s and Quirk’s schools of thought in *English Today* Journal, early 1990(Jenkins, 2015- retrieved.):

BrajKachru ‘Liberation linguistics and the Quirk Concern’	Randolph Quirk ‘Language varieties and standard language’
Non-native Englishes as ‘difference’	Non-native Englishes as ‘deficit’
Criticizes Quirk’s deficit linguistics position	Non-native Englishes are independently learned versions of ‘correct’ native English forms
Highlights four false assumptions of Quirk’s argument	Non-native Englishes are not valid as teaching materials
No fossilization	Fossilization exists
No ‘error’	Errors exist
(‘Polychrome’ standards?)	‘Monochrome standards’
(Varieties of English are end-product?)	Varieties of English are interlanguage

Indonesia as an expanding circle country

In Kachru’s theory of circles, Indonesia would belong to the expanding circle, and as such the country has no legacy of inner circle colonization. In addition, the issues of English in Indonesia are different from the ones the outer circle countries encounter, especially as English is really used

in the outer circle countries, whereas in Indonesia it is virtually not used widely. However, English influence is somewhat strongly felt in Indonesian language, especially English loanwords are abundant. In comparison with other Englishes, American English is salient in entertainment, science, and technology. Undeniably, Indonesia needs English for various reasons, especially for global communication, and it so happens that American English is the best candidate for the global instrument for communication, regardless of the label of its being a 'linguistic imperialist.' When we learn a foreign language, we mostly need a model, consequently we have to choose American English. We select American English for more or less objective reasons, such as it is used in science, technology, and in entertainment, and we might call it International English with American English flavour, to get rid of the stigma of 'linguistic imperialism.'

In relation to World Englishes, we could see where Indonesia stands. As an EFL country, the ETS report on the achievement of TOEIC (ETS-TOEIC 2014). Indonesia was no. 42 out of 44 countries tested. However, according to the result of TOEFL iBT 2013 (ETS-TEFL Report 2013), the total score was 84 (the perfect score is 100) which is not so bad as we can compare our score rather favourably with Malaysia 89, Singapore 98, the Philippines 89, Pakistan 90, India 91, Sri Lanka 84, Bangladesh 84, and Hongkong 83. We have to remember that Indonesia is an EFL country, whereas those mentioned are ESL countries. In other words, as an EFL country we can compare fairly well with ESL countries..

As an EFL country where there is no model to emulate, Indonesia has to find a model which would facilitate teachers and students to learn English, without a model it would be extremely difficult to learn and teach, probably it would be like a baby without a mother. The choice of the model is the so-called the educated native speaker of American English. It is based on the assumption that American English is virtually ubiquitous in Indonesia due to entertainment, science, and technology. For various reasons, as expected, the result will never be perfect. One of the major reasons is the influence of L1, it is simply inevitable. It does not imply, however, that the Indonesian variety of English is the result of American linguistic colonialization. It is chosen for objective reasons, such as the young generation of Indonesians are more familiar with American English than British English, as they are more exposed to American entertainment (songs and movies) than to other English medium entertainment; science and technology are brought to Indonesia mostly via American English, university teachers are expected to contribute articles in English to international journals which smack American English, and so on.

Issues World Englishes have to address

It is a fact that users of English outside the inner circle countries have outnumbered the native speakers from the inner circle (International English. Wikipedia.2015); in other words the minority dominates the majority, numerically the question is 'Is it fair?' It is also true that the world has been dominated militarily, economically, linguistically, and culturally by the two superpowers from the inner circle countries (the UK and the US). Historically, we can't help it. Understandably, the nationalism of the outer circle countries has started to question the domination, linguistic or otherwise, of the two superpowers. They want to assert the existence of their own varieties of English.

We, in Indonesia, belonging to the expanding circle countries, are baffled by the 'linguistic war.' Having never been colonized by either the British or the American, we have no legacy of English language colonialization, and so we have no brand of English to defend and therefore nothing to assert.

The major issues of countries of the expanding circles

The major issues of the expanding circle countries now are as follows:

- a. The selection of which brand of English is to follow, whether to follow Quirk's idea: using native speakers as the model, or to follow Kachru's idea, or to develop our own brand of English
- b. The merits and demerits of the three ideas above are firstly, if we follow Quirk's idea, we simply continue what we have been doing so far. In that case we would be charged with the accusation of being lackeys. To follow Kachru's idea is somewhat impossible as we were never colonized by the British or the American, and we do not have our own variety of English to defend or to promote. To develop our own brand of English is not impossible, but we need to consider a number of factors: financially, socially, and culturally.
- c. To 'simplify' the issues, we should realize that Indonesia has no clout to develop an Indonesian English. In addition, we have to realize and accept a historical phenomenon: English has become a global *lingua franca*, it is *de facto*. What is more is that we have to nurture, through education, the idea that we ought to be conscious of the fact that English now 'belongs to everybody', in other words the inner circle is 'empty.' The consciousness awareness would help erase the idea of linguistic imperialism

Above all we have to realize that to learn a foreign language, a model is required, and the model should meet certain requirements, such as: It should have strong international currency, that is it can be understood internationally orally as well as in written form, it should be tolerant of minor deviations in spoken language due to L1 interference. It should also have international standards for the written language so it can be comprehensible worldwide for cultural, social, academic, and professional purposes

Consciousness awareness needs to be raised

Conscious-awareness needed to accept the following linguistic facts:

Generally speaking, we can say that a living language is dynamic, it changes all the time, and that there are major and minor languages. For various reasons, a language can be dominant and for various reasons also, a language can be endangered and die. We also have to realize that a living language needs speakers, native or otherwise. In addition, a living language is cultural and its speakers are unconsciously influenced by their language and culture. What is more, for various reasons, languages borrow from one another, and, a living language branches out into vertical and horizontal dialects. Another general truth is society can't help assigning values to language. These truths could help us understand differences in language which sometimes lead to conflicts related to language.

Human character *vis-a-vis* human language

Human nature invariably affects language, thus the emergence of jingoism, and nationalism; and pride of one's own language is many times not unusual. The seven deadly sins of Thomas Aquinas (New World Encyclopedia 2015), they are pride, avarice, lust, envy, gluttony, wrath, and slothfulness, all are related to language in one way or another. In addition, human beings are communicative, love changes, are proud of ownership, love to be different, and are envious, and these undeniably affect language and its speakers as well (Bandura, 2004). Some other characteristics of human language are dynamic, forever changing, speaker dependent, and these match human nature in general. As a consequence, in addition to economic, social, political, religious, and cultural factors, linguistic problems and controversies are inevitable such as language dominance, etc. These are used to illuminate the underlying causes of varieties of English.

Teacher education

Teachers of English in Indonesia play a vital role in the spread of English, therefore teacher education in Indonesia must be discussed as they will have a new subject to deal with, that is World Englishes. It is a challenge that needs to be addressed nationally as the decision would guide them in their teaching-learning process. Their students should be given information about World Englishes, and ideally they should give the students examples of varieties of English in order for them to realize that there are varieties of English in the world. It is important indeed as there will be many more foreigners from various parts of the world coming to Indonesia for a variety of reasons. In other words, we should be mentally prepared to hear different varieties of English; however, we should not measure other peoples' English using our own yardstick.

It is undeniable that English teachers in Indonesia will have a new big challenge, that is whether they should choose British or American English. My standpoint is 'use one consistently, but train to understand other varieties of English well'. It is realized that the time allotment for English is far from sufficient, especially with the addition of World Englishes teachers may have to bear a heavier burden. The government should decide the choice to help teachers as most of them may not realize the ramifications of the issue (Farrell & Martin, 2009).

Indonesia's inevitable choice of English language

Should Indonesia develop its own brand of English, it would hardly be possible for the following reasons:

(a). Language needs some soil to grow, but Indonesia does not have the soil as the soil has already been 'appropriated' by Indonesian language. In other words Indonesian is already robust in practically every field, nowadays Indonesians need no English to meet their primary and secondary needs. Probably only tertiary needs require knowledge of English, and the percentage of people who need the tertiary needs in English is relatively very small (for example top-notch scientists, first rate academics, and big business people).

(b). 'Indolish' would not have international currency as it would be difficult to understand it, just remember the example of 'Singlish' which has local currency. Such a fact makes non-Singaporeans find it difficult to understand Singaporeans. Indonesia should learn from the Singaporean lesson.

(c). Instead of developing 'Indolish,' for practical purposes, it would be better if Indonesia chooses the so-called International English with American English flavor as a model for the following reasons:

- a. Model. Language acquisition needs a model (Bandura, 2004) and the model itself should have wide acceptability/international currency, however it should be used only as a reference.
 - b. Entertainment: In case of entertainment, the young Indonesian generation is already very much influenced by American entertainment, therefore their reference is American English.
 - c. Science and technology: the US dominates the world of science and technology, whereas science and technology come to Indonesia through (American) English
2. We cannot afford to create or invent a new global *lingua franca* or Indolish, it simply would not survive.
 3. We have to accept a historical phenomenon: American English, especially as Indonesian society accepts it. The result of a questionnaire distributed to 96 Ma Chung University freshman shows that 15% like British English and 85 % prefer American English. To some extent, it is a reflection of the young generation regarding English.
 4. We have to tolerate slight deviations as long as the whole discourse is comprehensible and communicable and does not create serious misunderstanding.
 5. L1 interference is inevitable, preventive measures are suggested. Adult learners would have some fossilizations and they should be acknowledged.

Challenges for Indonesia

Firstly, Indonesia has no intrinsic model of English to develop or emulate. Secondly, Indonesia is a pariah in TOEIC; in terms of TOEFL, however, Indonesia is fairly good (see above). Secondly, teachers of English in Indonesia are not very well qualified, and it is compounded by the fact that time allotment for learning English is insufficient. These lead to the poor English language teaching in Indonesia. If World Englishes as a subject is introduced, teachers' burden would be doubled, making the traditional teaching learning process watered down. On top of these, the success of Bahasa Indonesia actually demotivates students' enthusiasm to learn English. All of these illustrate the difficulty of teaching and learning English in general in Indonesia.

Hypothetical 'Indolish'

Should there be any 'Indolish', it would bring about some changes, linguistic and otherwise (International language, Wikipedia, 2015). Linguistic changes would include language shift, syntactic change, lexical change, phonetic and phonological change, borrowing, spelling change, semantic change (pejoration, amelioration, widening, and narrowing), sociolinguistic and pragmatic change. Other changes would include economy, cultural adaptation, and social change. These changes are simply inevitable and varieties of English to a great extent are the result of these changes.

In the final analysis, probably Indonesia should not rest on its laurels with past achievement. The so-called International English with American English flavour, which would be chosen which is based on the fact that Indonesia is an expanding circle country, having no legacy of British or American colonialization. Indonesia should strive for the improvement of the teaching of English all the time. Unlike the outer circle countries, Indonesia has no Indonesian English. We mostly learn formal English from materials provided by British and American publishers, independently or combined (Linguistic imperialism?). We cannot afford to prescribe the development of a new language as language should grow naturally from the bottom up in society. Probably the most important thing now is to find a model that is most suitable for Indonesia, which has an international currency; without a model we would be groping in the dark (Bandura, 2004).

Moreover, we should realize the fact that the young Indonesian generation is already familiar with American English (see result of questionnaire above). Generally, in Indonesian society at large, most probably people are more familiar with American English than British English. The result of a survey conducted on 25 August 2015 as shown above may slightly reflect the preference of Indonesian younger generation.

We should also be conscious of the fact that, generally speaking, Indonesian teachers of English are mostly already familiar with American English, as such it is easier for them to teach English.

In terms of language mistakes, we should tolerate slight deviation from standard English, as L1 influence cannot simply be ignored. However, we are not supposed to become 'language nazi', that is 'a culturally intolerant person who complains when someone speaks a language other than the language of the referred –to person.' (Van, 2014)

'Indolish', if any, may not survive robustly as Indonesian language has been successfully established as the national language. It is inevitable that English loan words will be abundant in Indonesian due to

entertainment, advancement in science and technology brought by English..

3. Conclusion

In conclusion, English (or whatever it is labeled) is here to stay, most probably as an international *lingua franca* which refers to 'English as it is actually being used and developed in the world, as language owned not just by native speakers, but by all those who come to use it.' (International English, Wikipedia, 2015). It will be actively used by a small number of the Indonesian population who have to use it to conduct their daily business, otherwise the rest of the population would use Indonesian, and for informal oral interaction they would mix Indonesian with their respective vernaculars, sprinkled with some English words or loanwords, especially for the highly educated Indonesians. Indonesian has been and will be greatly enriched by English vocabulary for various reasons.

Finally, it is suggested that if we want to use English, it would be better if we could use one type of English consistently, but we should also learn to understand other varieties of English, it is not impossible.

References

- Bandura, A. (2004) Social cognitive theory for personal and social change by enabling media. Retrieved from <http://web.stanford.edu/dept/psychology/bandura/pajares/Bandura2004Media.pdf>
- ETS –TOEIC& TOEFL Reports. itc-Indonesia.com/index.php/en.
- Farrell, T. S.C. & Martin, S. (2009). To Teach Standard English or World Englishes? A Balanced Approach to Instruction. *English Teaching Forum*, 2009 No. 2
- International English (anon.) Wikipedia. https://en.wikipedia.org/wiki/International_English. Retrieved 19 August 2015
- Jenkins, J. (n.d.) *World Englishes*. (ppt). NY: Routledge. https://c.w.routledge.com/textbooks/reli/resources/World%20Englishes_B%20Development.ppt. Retrieved 16 August 2015.
- Kachru, B.B. (1995). World Englishes and English using communities. *Annual Review of Applied Linguistics*, 17, 66-67

- Kachru, B. as presented by Christy Tatum (2005). The Alchemy of English (ppt)
- Kompas.com. 2 August 2015. "Little little to me, salary no up up"
- Kilickaya, F. (2009) World Englishes, English as an International Language and Applied Linguistics. *English Language Teaching*. Vol. 2, No. 3, September 2009.
- Mugiati, P. (n.d.) *AnakBeruangBelajarMandiri*. Cahaya Agency. (no city)
- Mugiati, P. (n.d.). *AnakTupaiAkhirnyaJera*. Cahaya Agency (no city)
- Mugiati, P. (n.d.). *Katak-katak Yang MengagumiKerbau*. Cahaya Agency. (no city)
- Mugiati, P. (n.d.). *RatuLebah Yang Jahat*. Cahaya Agency. (no city)
- Mugiati, P. (n.d.). *PesanBurungKenari*. Cahaya Agency. (no city)
- Mugiati, P. (n.d.). *BanadanBoni*. Cahaya Agency. (no city)
- Mugiati, P. (n.d.). *NasehatEyangKatak Yang Bijaksana*. Cahaya Agency (no city)
- Mugiati, P. (n.d.). *KasuaridanburungUnta*. Cahaya Agency. (no city)
- Mugiati, P. (n.d.). *DobidanSerigala*. Cahaya Agency. (no city)
- New World Encyclopedia on Thomas Aquinas.
www.newworldencyclopedia.org/entry/Thomas_Aquinas
- Oxford, R & Jain, R. (n.d.) World Englishes And Varieties of English (ppt). National Museum of Languages. www.language-museum.org/WorldEnglishesOxford&Jain.ppt
- Rajagopalan, K. (2004). The concept of 'World English' and its implications for ELT. *ELT Journal* Volume 58/2 April 2004 © Oxford University Press
- Van, L (n.d.). Language nazi. Urban Dictionary.
<http://www.urbandictionary.com/define.php?term%3Dlanguage%2Bname>. Accessed 26 August 2015
- World English. www.xpowerpoint.com/World-English-World-Englishes-PPT.html. Accessed 26 August 2015
- World Englishes. Wikipedia (Anon.). Retrieved from https://en.wikipedia.org/wiki/World_Englishes. Accessed 25 August 2015
- World Englishes. Concept. Englishes in your part of the world. (Anon.) (2015) York St. York University
- World Englishes, Nov. 5, 2008. www.powershow.com/view/1ceb7e-ZDclZ/World_Englishes_powerpoint

Biodata

SADTONO is currently professor at Ma Chung University, Malang, Indonesia. He graduated with the top diploma from the English Language Institute, Victoria University of Wellington in 1962 and he skipped his MA and finished his Ph.D. in 3-years time from the University of Texas at Austin, Texas (1969-1972). He was the first dean of the graduate school of the former IKIP Malang for ten years. He went to the US again as a US Government International Visitor, as a Fulbright visiting professor at Ball State University in Muncie, Indiana, and as a post-doctoral student at Ohio State University. His overseas teaching experiences include Singapore (SEAMEO-RELC and the National University of Singapore), Japan (Nagoya University of Business and Commerce), the US (Fulbright Visiting Scholar, Ball State University, Muncie, Ind.), Sweden (Visiting professor, Faculty of Education, University of Linköping), and Australia (Visiting professor, Victoria University, Melbourne). He served as external examiner of doctoral candidates from five universities overseas (Macquarie Univ., Univ. of Sydney, RMIT, Univ. of Queensland, Victoria Univ. of Melbourne, Univ. of Malaysia, KL). He served as editor and reviewers of domestic and international journals. He is only 81 years old.

Stuttering Utterances Produced by an English Department Student

Ribeh Najib Muhammad
Muhammadiyah University Gresik
ribeh.nm@gmail.com

Abstract

One of the most common and frequent spoken language disorders is stuttering which affects approximately 1% of the adult population and 5% of children population in the world. Thus, if the current estimated world population is 5.000.000.000 adults and 2.000.000.000 children, then the amount of adult people who are affected by stuttering in the world reaches 50.000.000 people, while 100.000.000 children are also affected by the same speech disorder. This study is, therefore, to investigate the linguistics factors triggering the developmental stuttering utterances suffered specifically by an English Department student in University of Muhammadiyah Gresik. The research analyzes the stuttering phenomena since the stuturer is having difficulty with producing fluent speech. This study presents observation as well as analysis of several conversations produced by the student from a linguistics point of view. To meet the purpose of the study, beside speech transcription, an analysis procedure is also developed. This procedure concerns the connection between the presence of stuttering utterances and the types of phoneme, word position, and types of syllable. It turns out consonants are stuttered more frequently than vowels, while initial part of the words affect stronger to stuttering than within word position, and unstressed syllables are stuttered more often than stressed syllables.

Keywords: stuttering utterances

1. Introduction

There are several types of oral language disorder which are suffered by people all over the world, they are stuttering, cluttering, dysprosody, muteness, dysarthria, apraxia, dyspraxia, cerebral palsy, lisps, dysphasia and aphasia (Kennison, 2013). One of the most common spoken language disorder is stuttering that affects approximately 1% of the adult population and 5% of the child population in the world (Mansson, 2010). So if the current estimated world population is 5.000.000.000 adults and 2.000.000.000 children, then the adults who are affected by stuttering in the world will reach 50.000.000 people while around 100.000.000 children are also affected by the same speech disorders. Stuttering occurs in situations when a person can not speak normally because the flow of the speech is interrupted involuntary by prolongations of sounds, repetitions, syllables, words, phrases, and

silent pauses or blocks in which the stutterers are unable to produce the sound that they want (Manning, 2010).

Stuttering's influence to the functional and emotional state of a person can be severe. This can result in fear of having to say certain vowels or consonants, fears of getting caught stuttering in social context, anxiety, stress, isolation, shame, possible targets of bullying, needing to use the substitution of words and feeling of loss of control during speech and rearrange the composition of words word in the sentence to hide stuttering whether it is between words or within words (Zebrowski, 2003). Without proper treatment and guidance from experts, people who stutter will experience the effects for the rest of their lives. Thus, several factors contribute to this disorder become of primary importance in the last decade, especially for researchers in Psychology, Speech Pathology, and Linguistics who want to find a method to heal and minimize the effects of stuttering.

While studies of linguistic factors have been more successful in revealing significant correlations between stressed syllables and disfluently produced syllables, it is uncertain exactly how syllable which is stressed may lead to the production of disfluent utterances. Brown's factors predict the locus of disfluency in English speaking adult stutterers. Regarding the word class, it proves that the content words are stuttered more often than function words then words begin with consonants are stuttered more often than the words begin with vowels, etc. (Brown, 1945). Although there were critics regarding the investigation of stuttering in general for a various reasons, many scientists continue to search for the relationship between stuttering and linguistic features.

The reason is to determine whether the stuttering utterances occur in the structure of a particular language structure or stuttering is related to motorized forms of complexity. Something closer to the level of complexity of the motor in units of different languages differ between languages (Dworzynski et al., 2003). Studying the relationship as in many languages may be useful to understand the nature of stuttering in general and specific characteristics in each language that will cause difficulties for the stuttering people. Further research should be done in the field, in various languages since there are great prospects, especially in the investigation of developmental stuttering.

Developmental stuttering in children usually appears between the ages of two and six, and can continue throughout adulthood. Although many people have to overcome their stuttering throughout their lives, there are many of them who can solve this problem and end up as famous people who stutter and success. For example, there are top leaders in the world who stuttered, they are Winston Churchill, King George VI of England, King Louis II of France, and Joseph Biden of the United States. Other famous people with stuttering problem are actress Marilyn Monroe; and contemporary figures such as country and western singer Mel Tillis, author John Updike, athlete Bo Jackson, and actor

James Earl Jones. There are also leading authors with stuttering problem; they are Lewis Carroll, Somerset Maugham, and Jeffrey Blitz (Lavid, 2003). This phenomenon has become the inspiration of several films which have the main character as the stuttering people as in *The King's Speech* movie that tells a story about King George VI as a stuttering king and *Rocket Science* movie which is about a student who stutters as the past experience of Jeffrey Blitz. This study aims to find out more about stuttering as a spoken language disorder that affects mainly by a student of the English Department.

Differences in relation of stuttering to some linguistic variables for adults and children who stutter have been proved especially regarding stuttered sound. Consonants seems to be stuttered more by adults and vocals are stuttered more by children (Wells, 1983). Sounds and syllables stuttering have often been analyzed with the goal is to determine what aspects of them that cause difficulties for the stuttering people. In 2002 Natke, Grosser, Sandrieser and Kalveram studied whether there is a relationship between stuttering utterances on stressed syllables and the syllable duration. Sixteen adults who stutter are involved in this study. It confirms that the stuttering utterances occurs more often in stressed than in unstressed syllables (Natke et. al., 2002). Stress effect, grammar class and word position were also investigated by Natke and colleagues two years later in 2004. The goal of their study was to determine whether the link has been occurred between stuttering and linguistic stress of adolescents and adults can also be observed in the childhood stuttering. The investigation showed that the children stutter more often on the function of the words and the content they show the effect of word-initial clear. The results showed also that very few stuttering utterances occur in addition to the first syllable of the words in preschool children (Natke et al., 2004).

A linguistic analysis of early stuttered speech and normal disfluent child conducted by Simonska showed that the symptoms occur at the beginning of the word, regarding the position of the word; on nouns, verbs, prepositions and conjunctions, regarding the class of words and syntax - at the beginning of the sentence (Simonska, 2010). There is no strong evidence for the relationship between stuttering utterances and linguistic features in stuttering adults. So the purpose of this preliminary study is to provide an overview of linguistic features associated with stuttering utterances or influenced by dysfluency. Linguistic factors which are observed are: 1. Types of phoneme; 2. The effects of word-initial; 3. Stress effects. The concrete task of research formulated is To find out exactly which features are related most to stuttering utterances.

2. Methods

This is an observational study of stuttering utterances produced by an English Department Student from the point of view of linguistics. To

fulfill the purpose of the study, except recording the speech, developing a protocol to analyze it is also needed (see Table 1). This protocol is divided into the relationship between the emergence of stuttering utterances and certain types of phonemes and linguistic stress.

Stuttering utterances are identified by listening to an audio signal repeatedly using headphones. To achieve the goal of the research, calculating units which are stuttered is needed (the type of phone (vowel / consonant), position / mid-word-initial, stressed / unstressed syllables on which stuttering utterances are identified.

One unit can have one, two, or three different disfluency types. If we count it as one of the stuttering event, information can be lost (Natke et al., 2004). That is why we count each type of disfluency stutter as a separate event but in this study we did not define a linguistic unit as a prolonged, repeated, or blocked but only as a stutter. Of course, connecting certain types of disfluency with specific linguistic features is important but not the purpose of this study.

Table 1. Analyzing protocol (linguistic fetures related to stuttering events)

Linguistic feature Disfluency type	Type of phoneme (consonant/vowel)	Word position(word- initial position/within- word position)	Type of syllable (stressed/unstressed)
Prolongation			
Repetition			
Sound repetition			
Syllable repetition			
One-syllable word			
Block			

3. Finding

Percentage ratio of linguistic units stuttered is presented below and also in order to be easier to bring into proper correlation, diagrams are presented using numbers.

3.1. Type of phonemes.

Initial findings in another language reported that the consonants are stuttered more by adults (Brown 1945; Wells 1983). This study found nearly the same correlation produced by the stuttering student over the consonants (84.07%) than the vowels (15.93%) (Fig. 1).

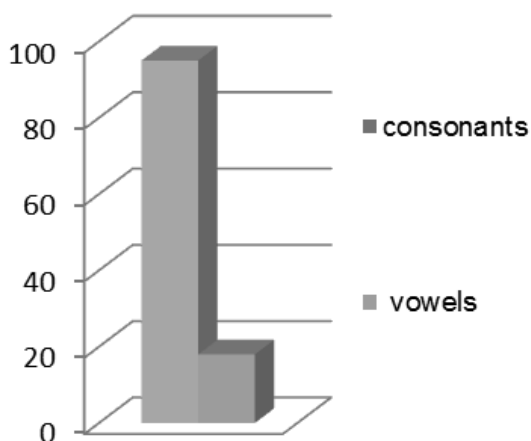


Figure 1. Comparison of the type of phoneme (consonant/vowel) in stuttering utterances.

3.2. The word-initial effect.

The investigation which is related to stuttering utterances' occurrence and the correlation of word-initial/mid-word position showed that the presence of initial word stuttering (77.78%) /within-word position stuttering utterances - 22.22%/ (Fig. 2).

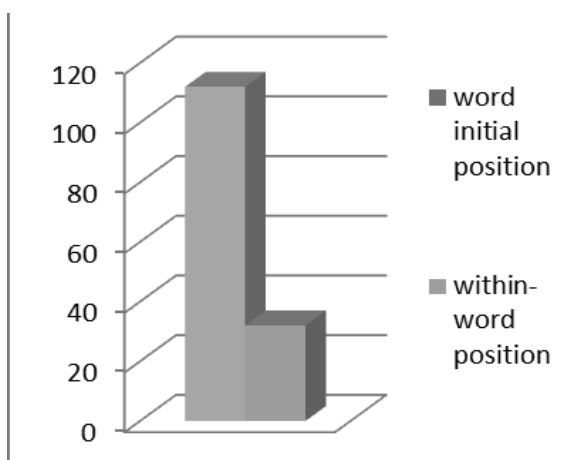


Figure 2. Comparison of the word position (word-initial position/within-word position) in stuttering utterances.

3.3. Stress Effects.

One purpose of this study was to determine whether the relation has been established between stuttering and word stress can also be observed in the student's stuttering speech.

Calculating stuttered stress and unstressed syllables, it is quite surprising since most previous findings propose that stuttering adults certainly associated with stressed syllables but unstressed syllables are more likely to be stuttered (61.97%) than stressed syllables (38.03%) (Fig. 3).

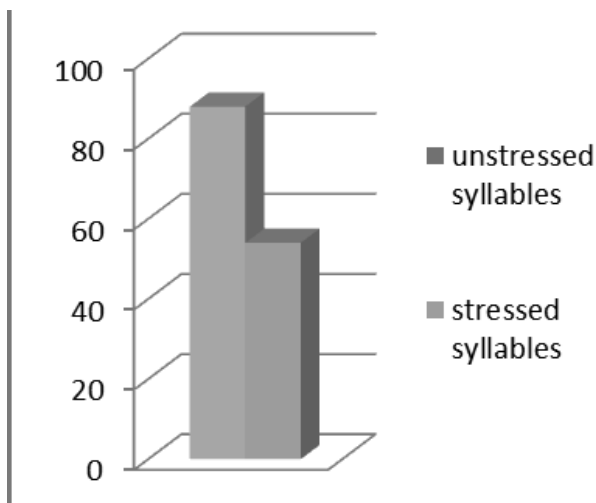


Figure 3. Comparison of the Type of syllable (stressed/unstressed) in stuttering utterances

4. Discussion

The results here indicate that stuttering occurs more often on consonants than vowels. This confirms previous findings in other studies as mentioned above, but this conclusion is also logical because English is a language of consonant (consonants amount is about 6.5 times greater than the number of vowels). However the vocals are very "active" in the words crating and does not have the limitations of distribution. So obviously we need other evidences for stuttering speech to conclude whether stuttering definitely related to consonant or is there something more connected with the nature of stuttering itself and phonatory functions of stuttering people.

We also have evidence in this study for the clear effect of word-initial, but observations of the stuttering utterances of the subject revealed that the stuttering utterances occur more often in within word position. It is usually associated with the emergence of a consonant cluster at the beginning of syllables in mid-word position. So the general conclusion about the linguistic features associated with stuttering

utterances can help the therapist to talk appropriately and to regulate therapeutic program (Simonska, 2010), but every subject has his individual features so that the individual approach is more appropriate.

The results of the initial study disputes earlier findings about stuttering adult relationships - linguistics stress. But there is a good reason for it. This reason concerns the specific characteristics of the language. For example, In the investigation of the effects of stress we must consider how relevant the facts in a particular language and linguistics stressed syllable position. There is enough evidence for the effect of word-initial stuttering. This paper confirms that as well. But the findings regarding the effects of stress to stutter and stress in adults speaking of other languages claims that stuttering utterances occur in both word-initial position and the stressed syllables. We should mention that in English as well as other languages for syllable containing the majority of the stress is in the first position of words. It is one of the confounding variables Natke and colleagues emphasize to control when investigating the effects of stress (Natke et al., 2004). Linguistics stress does not have said a permanent position. This could be either in word-initial or position in the word. Even in two words or more syllables that would likely to be within-word position. So it can be said that initial position relationships - stress is not too strong. Moreover, the lack of stress-effect may be natural and supports previous findings that adults improve stuttering on certain sounds (Van Riper, 1982) and the feature can overlay the effects of stress for example (Natke et al. 2002).

5. Conclusion

The preliminary study showed the linguistic factors which are most relevant to stuttering utterances produced by an English Department student; this research is related to stuttering utterances to the beginning of words, words and consonant content, but put a link stutter-linguistic stress in dispute. Lastly we can conclude about the correlation between stuttering utterances and kinds of word phonemes, word position, and linguistics stress. The results support the initial findings that consonant seem to stutter more often by adults (Wells 1983), stuttering utterances more closely related to the word-initial position than stress of the word, and the effects of stress are not too strong and the stress is not the most important determinant. Further detailed analysis, the correlation between linguistic features commented here and certain types of disfluency, syllable structure, phonemes and prosody characteristic will improve our understanding of the correlation and help speech therapists to improve their therapy.

6. References

- Brown, S. F. (1945). The loci of stutterings in the speech sequence. *Journal of Speech Disorders*, 10, 181–192.
- Dworzynski, K., Howell, P., & Natke, U. (2003). Predicting stuttering from linguistic factors for German speakers in two age groups. *Journal of Fluency Disorder*, 28, 95–113.
- Kennison, Shelia. (2013). *Introduction to language development*. Los Angeles: Sage.
- Lavid, N. (2003). *Understanding Stuttering*. Mississippi: University Press of Mississippi.
- Manning, Walter H. (2010). *Clinical Decision Making in Diagnosis and Treatment of Fluency Disorders 3rd edition*. New York: Thomson Delmar Learning.
- Mansson, H. (2000). Childhood stuttering: Incidence and development. *Journal of Fluency Disorders*. 25 (1): 47–57.
- Natke, U., Grosser, J., Sandrieser, P., & Kalveram, K. T. (2002). The duration component of the stress effect in stuttering. *Journal of Fluency Disorders*, 27, 305–318.
- Natke, U., Sandrieser, P., van Ark, M., Pietrowsky, R., & Kalveram, K. T. (2004). Linguistic stress, within-word position, and grammatical class in relation to early childhood stuttering. *Journal of Fluency Disorders*, 29, 109–122.
- Simonska, M. (2010). Linguistic Analysis of Speech of Early Stuttered and Normal Disfluent Children (pp. 652–656).
- Van Riper, Ch. (1982). *The nature of stuttering*. Englewood Cliffs, NJ: Prentice-Hall
- Wells, G. B. (1983) A Feature Analysis of Stuttered Phonemes. *Journal of Fluency disorders*, 8, 119–124.
- Zebrowski, Patricia M. (2003). Developmental Stuttering. *Pediatric Annuals*, 32 (7): 453- 458

Biodata

RIBEH NAJIB MUHAMMAD was born in Gresik. He was a student of State University of Surabaya (UNESA) majoring in English Education both for his bachelor and master degree. His interest includes the application of technology in classroom, the psychology factors of language learners, and especially applied linguistics which is the topic of his master thesis. Currently he is a junior lecturer in English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik starting from 2014. Beside his teaching routines, he is also doing some freelance activities such as writing and translating.

THE FLUIDITY OF SPOKEN VS WRITTEN GENRE: A DISCOURSE ANALYSIS PERSPECTIVE

Lina Purwaning Hartanti

*English Department, Languages and Arts Faculty, The State University of
Surabaya*

linapurwaning@unesa.ac.id / lphartanti@yahoo.com

Abstract

It is important to pay attention to the social contexts in communicating with other people since social contexts determine the language choices used during the communication, such as register or communicative style, genre, vocabulary, and grammatical form. In addition, BurrIDGE and Mulder (1998, p. 233) state that among all language varieties people need to make a basic distinction of each variety whether it is spoken or written. Spoken genre and written genre have physically different forms in communication, and each of them has its own distinctive characteristics (Crystal, 2003). Therefore, this paper aims at discussing a discourse analysis of the two genres having the same topic of an occupational register that is a recipe of "fish fillets with pesto mash" in Australian social context. The spoken genre is a host's monologue taken from an Australian regular television cooking show, "Huey's Kitchen", while the written one is a recipe on the website of "Huey's Kitchen". The discussion will analyse the characteristics of each genre and compare the similarities and differences both spoken and written genres. The results show that spoken and written genres have various different features and characteristics, even though they are from the same topic of an occupational register. However, those distinctive features of spoken and written genres are highly dynamic. They are likely to overlap based on their purpose and context.

Keywords: spoken genre, written genre, discourse analysis

1. Introduction

People cannot deny that living in a society needs communication in their relationship with others; therefore, to achieve that purpose people need language, as it is stated by Halliday (cited in Wells, 1999, p. 6) that language is "a resource for human social living". Moreover, paying attention to the social contexts is important in communicating with other people since social contexts determine the language choices used during the communication, such as register or communicative style, genre, vocabulary, and grammatical form. In addition, BurrIDGE and Mulder (1998, p. 233) state that among all language varieties people need to make a basic distinction of each variety whether it is spoken or written since "language can be perceived and transmitted as speech or as writing". Spoken genre and written genre have physically different forms

in communication, and each of them has its own distinctive characteristics (Crystal, 2003). He states that the most evident difference between spoken and written genre is the use of 'phonicsubstance' medium in the spoken one and the use of 'graphic substance' medium in the written one. As the consequence of using different medium, the linguistic characteristics also differ between one and the other. Therefore, this essay will discuss a discourse analysis of the two genres having the same topic of an occupational register, that is a recipe of "fish fillets with pesto mash" in Australian social context. The spoken genre is a host's monologue taken from an Australian regular television cooking show, "Huey's Kitchen", while the written one is a recipe on the website of "Huey's Kitchen". The discussion will analyse the characteristics of each genre and compare the similarities and differences both spoken and written genres.

As mentioned previously, spoken and written language differ in nature. Speech deals with vocal organ production, while writing concerns with "marks on a surface made by a hand using an implement" (Crystal, 2003). Besides, speech is done interactively due to the presence of the interlocutor; on the other hand, writing does not have an interactive aspect since the reader cannot directly get the message. Crystal (2003) states some differences regarding the characteristics of spoken and written genre. He mentions that the characteristics of spoken genre are:

- "time-bound, dynamic, transient" with the presence of both participants;
- "no time-lag between the production and reception" resulting in less advance planning, repetition, rephrasing, and comment clauses;
- "face-to-face interaction", so both participants can pay attention to facial expression and gesture to get the meaning;
- often informal with nonsense vocabulary, obscenity, and slang;
- normal for interruptions and overlapping speech; and
- rich of intonation, tempo, rhythm, and tones of voice.

On the other hand, the characteristics of written genre are:

- "space-bound, static, permanent" due to the distance between the writer and the reader;
- "time-lag between the production and reception" which may result in various interpretation;
- "lack of visual context", so both participants cannot count on facial expression and gesture to get the meaning;
- constructed from multiple instances of subordination in the same sentence, elaborately balanced syntactic patterns, and the long sentences found in legal documents;
- easy to record facts, and easy to keep and scan;
- easy to correct errors and inadequacies in the drafts, and possible for interruptions which are "invisible in the final product"; and
- related with "pages, lines, capitalization, spatial organization, and several aspects of punctuation" (Crystal, 2003).

In addition to Crystal's opinion, Finegan, Blair, & Collins(1997) suggest that (1) speech can exploit intonation, pitch, gestures, and body language to construct meaning, while writing only consists of words, syntax, and punctuation; (2) written registers are more able to be planned and thought out leading to characteristic syntactic patterns; (3) “speakers and addressees are often face to face, whereas writers and readers are not”; and (4) written registers rely on context far less than spoken.

Finegan, Blair, & Collins(1997, p. 398) also discuss sets of co-occurring linguistics features in texts. Higher co-occurring features of set A suggest high level of personal involvement (suggesting spoken register), while higher co-occurring features of set B suggest informational texts (suggesting written register).The features are as follows:

Set A: involved features

- First- and second-person pronouns
- *That* omission from subordinate clauses
- Psychological verbs
- Demonstratives
- Contractions
- Emphatics
- Hedges
- Sentence relatives
- Clause-final prepositions
- *Wh*-interrogatives
- *Be* as main verb

Set B: informational features

- (Frequent) nouns
- (Frequent) prepositions
- Longer words
- Lexical variety
- Attributive adjective

Related to spoken genre, the speakers and their interlocutors must honour the same interpretive conventions in order to make verbal exchanges run successfully. Therefore, both speakers and hearers must cooperate in constructing the communication by following the Cooperative Principle, as it is stated by Grice (1975, cited in Finegan, Blair, & Collins, 1997 and Cutting, 2008). There are four conversational maxims of the Cooperative Principles (which are known as Grice's maxims), they are maxim of quantity, maxim of relevance, maxim of manner, and maxim of quality. Maxim of quantity expects the speakers to give only necessary information to their hearers, not giving too much information nor too little. Maxim of relevance requires the speakers to compose utterances which are relevant to the context of the conversation. In maxim of manner, the speakers should follow sets of rules in order to make clear and order utterances, and avoid ambiguity and obscurity. Maxim of quality expects the speakers to say something that they believe to be true based on the reality, they have to be truthful.

The notion of speech and writing to have different forms in communication, and each of them has its own expressions and sets of rules (Burridge and Mulder, 1998) are also evident in occupational register. Crystal (2003) defines 'occupational dialect' as "distinctive language associated with a particular way of earning a living". People start using this language when they begin their work, and stop using the language when they end their work. To follow the above reasoning, we can conclude that there will be distinctive different features among the same occupational register in different genre, spoken and written.

2. Spoken Genre Analysis

The spoken genre analysed in this essay is taken from an Australian regular television cooking show, "Huey's Kitchen", which is broadcasted every weekday on a commercial television station, Channel 10. This is the host's monologue explaining a recipe of how to cook "fish fillets with pesto mash". The show host is Huey, who is a celebrity chef in Melbourne. Therefore, based on the above aspects, this spoken genre really has three purposes; they are instruction, entertainment, and promotion. One of them is overt, and the other two are more embedded; as it is stated by Cameron (2001, p. 123) that there is likely a "hidden agenda" in each discourse. The first purpose, which is the primary and the overt one, is instruction. As the nature of its genre, a recipe is "to tell someone how to do or make something, to describe how something is accomplished through a sequence of steps or actions" (Paltridge, 2001, p. 109). Here, the host explains the steps of how to make "fish fillets with pesto mash". He clearly mentions what he is going to cook by saying '.....I thought I'd cook ... oohhhh ... a fish dish. As I am cooking a lovely fish dish I'm ... doing a pesto mash with a little bit of brown butter.' By doing so, he already states his goal. The main purpose of this spoken genre, that is instruction, does not occur until after those utterances. Moreover, after stating his goal he tells and shows the audiences the steps of making the dish while mentioning the ingredients (materials). He uses 'first of all', 'next', and 'last but not least' to show the steps. He does not mention the list of ingredients at the beginning of the show, but the ingredients are mentioned at the same time while he is putting them in his cooking. Thus, the schematic structures of an instruction text-type have been fulfilled; they are goal, materials, and steps (Paltridge, 2001, p. 109).

Linguistically a genre of recipe may suggest informational registers emphasizing heavily on sharing information (Finegan, Blair, & Collins, 1997). However, the other two embedded purposes and the fact of it being spoken register mean that the language produced shows "a high degree of personal involvement" (Finegan, Blair, & Collins, 1997, p. 399). Moreover, since the medium of this spoken genre is a commercial television, the purpose then shifts. Here, entertainment becomes as

important as instruction, meaning that audience engagement is as important as the communication of information. Thus, in order to engage and create a specific relationship with the audience, the language must be highly involving. Involved linguistic features, as mentioned by Finegan, Blair, & Collins (1997, p. 398), clearly co-occur in this spoken genre. The host often uses first- and second-person pronouns, such as 'I', 'we', and 'you'. *That* omission from subordinate clauses also occurs in the text, such as '.....I thought I'd cook.....' and '.....I don't really care I've got a nice piece.....'. Moreover, the host expresses his inner feeling a couple of times by saying the word 'think' which is a psychological verb. Even though the interaction between the host and the audience is not direct face-to-face, many demonstratives like 'that' and 'this' occur in the monologue since the addressee is still able to see the speaker through the medium of television, as in 'So I just flour *that* likely ... and we'll wait a minute for *that* oil to heat', 'see in *this* side', and 'a good dollop of *this* ... pesto mash on *that* plate'. As the characteristics of a highly involving language, this spoken text presents a lot of contractions, such as "it's", "can't", "we're", "I'm", "I'll", "aren't", "I've", "don't", "there's", "let's", "that's", and "we've". The last feature of an involved language occurred in the monologue is wh- interrogative, as in 'So *what* then happens by the time you serve it?'

In addition, related to its entertainment purpose, the host opens his show with a clearly descriptive sub-genre by describing the situation of St. Kilda Beach at that time (Paltridge, 2001, p. 111), as what is heard at the beginning of the monologue 'A lovely day in St. Kilda and immediately it's a bit windy, but then again it's not summer, is it? So, we should be very happy that the wind comes down here this time and look at it. I saw some people swimming before until they've gone. They came they came out of the water and they were blue ... I can't imagine what what happened'.

Besides giving description of St. Kilda Beach, to entertain the audience which demands more involving language the host also flouts some of the maxims in the cooperative principle (Finegan, Blair, & Collins, 1997 and Cutting, 2008). He flouts maxim of quality in order to construct humour and position the audience more closely, such as 'They came they came out of the water and *they were blue*', 'potato masher will *travel* [laughter] *scary*', and 'the mash ... good spoon ... ooohhh ... maybe not quite that much because I'm looking *harmony potatoes*'. Moreover, the use of positive politeness to demonstrate closeness and solidarity, show a common goal, and make other people feel good is also evident in the show (Cutting, 2008, p. 46). They are reflected in these utterances 'a couple of *mates* of mine *Steve and Jimmy*', '.....and that *my friends* ... is a glorious dish.....', '*let's* just have a look', and '*this is optional* because.....'.

Furthermore, embedded in the instruction and entertainment purposes, this spoken genre also has promotional intentions. They are

evident in the language. Crystal (2003, p. 388) states that in television advertising the presentation of the brand name to 'sell' the product is likely to be vocalized. In the show, the host expresses the name of a restaurant twice, at the beginning and at the end, accompanied by positive polarity related to that specific place. The first expression is 'we're down at *the Beachcomber a terrific restaurant* at the water of St. Kilda beach', and the second one is '.....*a glorious dish* any restaurant will be proud to serve that *include the Beachcomber.....*'. Moreover, in relation to advertising (Crystal, 2003), it can also be found exaggerated and hyperbole languages, which flout maxim of quality, such as '*terrific restaurant*', '*terrific place*', '*always enjoy coming here*', '*a lovely day*', '*a lovely fish dish*', '*harmony potatoes*', and '*a glorious dish*'.

Adding to its purposes, the participants of this television cooking show tend to be those interested in cooking, those who like the personality of the cook, and viewers of this commercial television station's entertainment programs. They are more likely Australian audience because of the shared background knowledge such as St. Kilda beach. Furthermore, in order to maintain the audience, the relationship between the host and the audience is a close relationship.

2.1 Written Genre Analysis

The written text analysed in this essay is taken from a recipe on the website of "Huey's Kitchen". The recipe of the dish is deliberately posted on the website to give information of how to make the dish, that is "fish fillets with pesto mash", as it is written on the page of the website. Therefore, based on its purpose this written recipe falls into an instruction genre. As a consequence, it is expected to be schematically structured with goal, materials, and steps (Paltridge, 2001). Regarding to its goal, the goal of this written genre is culturally understood by the title "fish fillets with pesto mash", that is to tell the readers how to make this dish. Moreover, the list of materials is clearly stated under the sub-heading 'ingredients', such as potatoes, milk, grated parmesan, fish fillets, plain flour, butter, etc. The steps which are another important aspect of an instruction genre are also clearly described in the 'method'. It explains thoroughly the making of the dish from the first step until the last one. Additionally, imperative forms, as the characteristics of an instruction, are always used to describe the steps of making the dish, for example 'Cook the potatoes in a large pot of lightly salted, boiling water until tender. Drain well and then return to the pot with the milk and seasonings. Bring to the boil and mash well'.

In relation to the registers, based on its co-occurring linguistic features, this written text tends to be more informational. The registers have "virtually no interaction or personal involvement", but emphasize heavily "on sharing information" (Finegan, Blair, & Collins, 1997, p. 399). Therefore, nouns (including noun phrases, such as '2 tbsp grated

parmesan' and 'a good dollop') and attributive adjectives (for example, 'large', 'grated', and 'good') frequently occur in the recipe.

Furthermore, the registers are full of occupational lexicons showing the identity of specific occupation, for examples 'cook', 'boil', 'add', 'flour', 'panfry', 'plate', 'melted', etc. Likewise, some abbreviations of the occupational lexicons often occur in the text, such as 'tbsp' and 'gm'. Only people having shared background knowledge are able to understand those registers.

In addition, it has been mentioned previously that there is no personal involvement in the language; thus the relationship created from this text is distant relationship. Regarding the participants, they are interested home cooks and professional cooks.

2.2 Comparison

The above spoken and written genres have the same topic of how to cook "fish fillets with pesto mash". Therefore, both of them have the characteristics of an instruction text-type aiming to tell the audience how to make the dish. Yet, there is a difference between those two genres. In the spoken genre, there is no list of the materials, the ingredients are only mentioned when the chef is putting them in his cooking; while in the written genre, the list of the materials is clearly stated on the page of the website.

Besides their similarity, as a consequence of two distinct genres, the linguistic features of those genres differ from one another. According to Burridge and Mulder (1998) and Finegan, Blair, & Collins (1997), spoken language is spontaneous; therefore it usually contains pauses, repairs, repetitions, hesitations, false starts, and fillers. The host's utterances also often contain these features, such as 'sorry', 'ooohhh', 'I've got some mash I've got some potatoes', 'They came they came out', 'and the and the fresh basil', 'there's there's a a slight', 'errr', 'aaa', 'uuhh', etc. On the other hand, written language does not have those language features since it is well planned. The writer deliberately prepared what is going to be written in the recipe. Moreover, the host often laughs since laughter can be used to signal logical relations between clauses (Burridge and Mulder, 1998). Besides that, Finegan, Blair, & Collins (1997, p. 354) also mention that laughter might show a positive politeness strategy.

Additionally, speakers can use intonation, voice pitch, and gestures to convey information; yet writers only rely on words and syntax (Finegan, Blair, & Collins, 1997, p. 391). They also state that speakers sometimes refer to themselves and their opinions as the interaction is face-to-face. Even though the interaction is not directly face-to-face, the host of the show sometimes uses this utterance, such as 'I thought I'd cook', 'as I said', and 'see', to make the interaction more personal. In contrast, because of the context of the written text, the expressions of personal interaction are limited.

Considering flouting of the maxims to construct humour for engaging the audience, unlike the spoken genre, in the written genre none of the maxims is flouted. As for the structure of the text, spoken genre tends to have opening and closing sequences, while written genre has no opening and closing sequences.

3. Conclusion

To sum up, based on the above explanation, it is evident that spoken and written genres have various different features and characteristics, even though they are from the same topic of an occupational register. However, those distinctive features of spoken and written genres are highly dynamic. They are likely to overlap based on their purpose and context.

References

- Burridge, K. & Mulder, J. (1998). *English in Australia and New Zealand*. Melbourne: OUP.
- Cameron, D. (2001). *Working with Spoken Discourse*. London: Sage.
- Cutting, J. (2008). *Pragmatics and discourse: A resource book for students*. London: Routledge.
- Crystal, D. (2003). *The Cambridge Encyclopaedia of English Language*. Cambridge: CUP.
- Finegan, E., Blair, D., & Collins, P. (1997). *Language: its structure and use*. Marrickville, Harcourt.
- Fish fillets with pesto mash. Retrieved from <http://www.hueyskitchen.com.au/recipes/3729/fish-fillets-with-pesto-mash>
- Huey's Kitchen. Channel Ten. Melbourne. Retrieved from <http://www.youtube.com/watch?v=9L423uy8vVU&feature=relmfu>
- Paltridge, B. (2001). *Genre in the language learning classroom*. Michigan: University of Michigan.
- Wells, G. (1999). *Dialogic Inquiry: Towards a Sociocultural Practice and Theory of Education*. Cambridge: Cambridge University Press.

Metadiscourse and Rhetorical Moves in English Thesis Abstract

Muhammad Saibani Wiyanto
STKIP PGRI JOMBANG
msaibaw@yahoo.com

Abstract

An abstract is a brief summary of the main components of a research project. It functions to save time in reading and gives salient information about the article enabling the readers to decide whether they would want to further pursue a full reading. The topic is very significant because it functions on two levels: informational and indicative. The informational function is designed to encapsulate the paper, so it can and should briefly state the problem, the method used to study the problem, and the principal data and conclusions. The indicative function is designed to illustrate the content of a paper, essentially serving as a table of contents, making it easy for potential readers to decide whether or not to read the paper. This research will share about how metadiscourse and rhetorical moves were applied in abstract writing. The method used is qualitative research. The data dealing with abstract writing (i.e. thesis) is chosen from and limited to (Master of English Education and Art) documents written by master's program of The State of Surabaya University. There are thirty sample theses from a total of sixty exactly, starting from 2010-2013.

Key words: abstract, metadiscourse, rhetorical moves

1. Introduction

An abstract is a brief summary of the main components of a research project. It functions to save time in reading and gives salient information about the article enabling the readers to decide whether they would want to pursue a full reading (Al-Ali & Sahawneh, 2011). Several past investigations have examined rhetorical moves in research article abstracts. Most studies have focused on the analysis of the organizational patterns of RA sections in terms of their constituent moves, such as the study of the introduction section (Samraj, 2002, 2005; Swales, 1990, 2004).

On the other side, metadiscourse, often wrongly characterized as 'discourse about discourse', is a concept familiar to many engaged in research and instruction in composition, reading, and text structure. Based on a view of writing as a social and communicative engagement between writer and reader, metadiscourse focuses our attention on the ways writers project themselves into their discourse to signal their attitude

towards both the content and the audience of the text. As a result, it has been taken up by researchers of both social constructionist and functional orientations to discourse and by corpus analysts attracted by the possibility of tracing patterns of interaction and cohesion across texts.

More elaborate model proposed by Hyland (2002) will be employed, which includes five moves: Introduction, Purpose, Method, Product and Conclusion. Compared with the IMRD model, this framework distinguishes the abstract's writing, because it has a different role from the introduction's typical purpose of providing a justification for the research. In this framework, a product move is adopted instead of the result move, as Hyland (2002) clarified that this move can better account for abstracts from the social science fields, which sometimes include not only a statement of empirical results but also a statement of the argument. The article was about metadiscourse. Hyland (2005:49) stated that it can be seen in two dimensions: interactive dimension and interactional dimension. These dimensions exist because an abstract has an organizational text and message from the writer to the reader.

2. Methods

This article used qualitative research and supported by content analysis. According to Strauss and Corbin (1990:17) in its analysis a qualitative research does not use statistical analysis or other quantifiers, even though quantitative method is often used for collecting the data. In this case, the research will be an analysis of abstract writing written by master's graduate of the state of Surabaya University. The analysis will refer to a "genre-based" analysis (Swales & Feak, 2009), and also use metadiscourse. One type of text, abstract writing, is discussed.

The source of data will be the abstract of English Thesis written by master's of education and Art of the state of Surabaya University. The data has taken 5 examples of English abstract thesis. As the instrument, the researcher collects the data and interpret them. The researcher employs a deep involvement in the process of the data processing until the end of the process, conclusion. In analyzing the data, the researcher becomes the main measurement device. It means that the researcher has a main function in conducting the analysis from beginning until the end of the analysis.

The data dealing with abstract writing (i.e. thesis) will be chosen from and limited to the (Master of Education and Art) written by students from The State of Surabaya University in the graduate program. The number of samples will be five thesis abstract samples of sixty thesis abstract exactly starting from 2010-2013. The main criteria of the samples are as follows: The abstracts have been examined in a thesis.

The analysis of the sample abstract writing covered two levels: micro structure, i.e. linguistic features focusing on the metadiscourse

pattern in relation to macro structure, i.e. and move pattern in abstract writing.

The next step will be to select and classify abstract writing as the data based on the format and structure of the abstract writing. Based on the selection, the collected data are used as the analysis materials. After the selected data are collected, the next step was to analyze the texts focusing on the macro structure (i.e. Abstract section). It will be analyzed in detail so that it could be seen whether the pattern moves) and linguistic features (i.e. metadiscourse pattern) written by Master’s programe already in line with the principles of writing English abstracts. In other words, we would be able to find out the strengths and weaknesses of abstract writing written by Master’s program of The State of Surabaya University.

3. Finding and Discussion

The result of the metadiscourse analysis is shown by the total of every words written in each thesis. It can be seen in the table 1.

Table 1. Metadiscourse

CATEGORY	ABSTRACTS				
	1	2	3	4	5
INTERACTIVE					
TRANSITION	17	29	14	23	16
FRAME MARKERS			1		1
ENDHOPHORIC MARKERS					
EVEDENTIALS					
CODE GLASSES				1	1
INTERACTIONAL					
HEDGES	2	1	1		1
BOOSTERS		5	1	3	3
ATTITUDE MARKERS	6	2			1
SELF MENTIONS		9	1	3	
ENGAGEMENT MARKERS					

The different numbers above represent every categorizes in the abstract writing. The categories are also shown in the chart below:

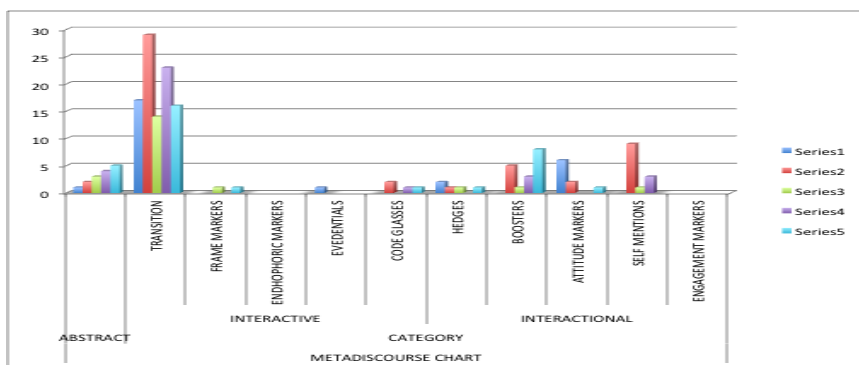


Figure 1. Metadiscourse chart

The next analysis deals with the rhetorical moves applied by the writers. The following is the sample of analysis of an abstract.

Abstract 1:

A lot of research has been compiled on students' motivations to learn, however, teachers' motivations for teaching have been rarely discussed. The study of teachers' motivations may be categorized into three parts: motivation to start teaching, motivation to continue teaching, and motivation to excel in teaching. This thesis focuses on identifying and analyzing the factors that affect novice teachers' motivations to excel at teaching, specifically in the context of Chinese language pedagogy. Furthermore, this study examines what factors create a successful Chinese language teacher training program, as well as highlight the strengths and weaknesses of current Chinese language teacher training programs. To answer these questions, I collected data through class observations, by distributing questionnaires and interviewing four Chinese language teachers. Two of the teachers participated in a Chinese language teacher training program at a large Midwest state university and currently teach at the same university, and two who are teaching at two different U.S. universities and attended training programs at a small state university in the Northwest. Although the two teacher training programs are at different locations, they follow a similar pedagogical approach. The questionnaire consists of eleven motivating factors for teachers that the four subjects have to fill out, with one representing the factor that motivates them the most and eleven being the factor that motivates them the least. In addition to the questionnaire, an interview consisting of two sections with eleven and seven open-ended questions respectively was administered. The questionnaire and interview are both written in English.

This thesis finds that novice teachers' primary motivations to excel stem from their personal interests and goals, which in the study include factors such as teachers' ambition to develop and manage a Chinese language program and choosing a career in Chinese language teaching. Moreover, regarding the Chinese language teacher training programs, the strengths of the investigated programs include combining the teacher training program with intensive language program. This provides opportunities for the trainees to teach and tutor real learners of Chinese, design course-related materials, and receive a series of informative lectures on theoretical and practical issues. On the other hand, the weaknesses of the investigated programs may include having imbalanced opportunities for the trainees to teach Listening & Speaking and Reading & Writing classes, as well as beginning level and higher-level classes and issues related to tight class schedule. However, this imbalance is actually by design; the real issue may be conveying this to trainees to better alleviate their concerns.

Based on the research results, it is recommended that what motivate teachers the most are those sustainable and continued intrinsic motivations, rather than those temporary and extrinsic ones. Additionally, by understanding the strengths and weaknesses of the current Chinese language teacher training programs as well as teachers' motivations, this study wishes to provide constructive insights for the design of future Chinese language teacher training programs associated with inculcating a sustainable motivation.

Move 1

Move 2

Move 3

Move 4

Move 5

All of the data show the two dimensions of metadiscourse model. The first example is as shown in Abstract 1. There were many interactive dimensions used, for example transition. “.... motivation to start teaching, motivation to continue teaching, **and** motivation to excel in teaching.” *And* in the example is the transition functioning to express relations between main clauses.

The second example is interactional dimension in the sentence “....this imbalance is actually by design; the real issue **may** be conveying this to train to better alleviate their concerns.” The interactional dimension of the word *may* is included into hedges category. It functions to withhold commitment and open the dialogue.

The next example is “**Based on** the research result, it is recommended that what motivate teachers the most are those sustainable...”. *Based on* belongs to evidentials which functions to refer to information in the text.

Another example of the interactional dimension in Abstract 1 is “**moreover**, regarding the Chinese language teacher training program with intensive language program”. *Moreover* is an example of markers that functions to express writer’s attitude to proposition.

Abstract 2 was dominated by the transition, hedges, and attitude markers. In addition, it also has boosters and self mentions. The example of booster is “for Isocrates, **these** men were successful Athenian politician such as Solon, Cleisthenes, Themistocles, and Pericles, whom the community generally esteemed to be excellent.” *These* is the booster functioning to emphasize certainty or close dialogue. Another example is self mention “trough studying Isocrates’ philosophy, **we** can fully understand the philosophical climate in Athens in the 4th century BCE”. *We* is the self mention used as explicit reference the author. In the sentence, *such as* belongs to code glosses . Its function is to elaborate propositional meanings.

4. Conclusion

Based on the explanation above, metadiscourse and rhetorical moves are very significant in academic writing. Both of them is complementary. It means that metadiscourse has meaning of words category, while the rhetorical moves means how to organize the text. That is one unity in academic writing. It can not be separated. As abstract is significant part of the research, its function is to convey abridgment of the research. There must be metadiscourse and rhetorical moves.

References

- Al-Ali, M. N. & Sahawneh, Y. (2011) Rhetorical and Textual Organization of English and Arabic PhD Dissertation Abstracts in Linguistics. SKY Journal of Linguistics, Issue 24, pp. 7-39.
- Hyland, K. (2005). *Metadiscourse*. New York, NY 10010
- Hyland, K. (2002). Options of identity in academic writing. *ELT Journal*, 56(4), 351-358.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Swales, J. M. (2004). *Research genres: explorations and applications*. Cambridge, :Cambridge University Press.
- Swales, J.M. & Feak, C.B. (2009). *Abstracts and the Writing of Abstracts*. The University of Michigan Press.

Biodata

MUHAMMAD SAIBANI WIYANTO lives in Jombang working as a lecturer at STKIP PGRI Jombang. Now, he's taking doctoral program at Surabaya State University majoring on Linguistics. He had been to US for short course namely Sandwich-like program in 2013.

Contributing Factors toward First and Second Language Acquisition; a Manifestation of Krashen's Affective Filter Hypothesis

Evynurul Laily Zen¹, Aulia Apriana²

Universitas Negeri Malang, Indonesia¹

Universitas Negeri Malang, Indonesia²

evynurullaily@gmail.com

Abstract

This paper aims at revealing the factors that contribute to children's language acquisition of either their first or second language. The affective filter hypothesis (Krashen, 2003) as the underlying framework of this paper is used to see how children's perception towards the language input take a role in the process of acquisition. 25 lecturers in the Faculty of Letters, State University of Malang who have sons or daughters under the age of 10 become the data source. The data are collected through survey method and analyzed qualitatively since this paper is attempting to give a thorough description of the reality in children's language acquisition. The results show that most children are exposed to the language while interacting with their family members, especially their mothers. Another factor is children's interactions with friends. The languages used by their friends are potential to be acquired by them. These two factors strongly confirm the core idea of the affective filter hypothesis that children will learn best when they feel comfortable and are positive about the input they are absorbing. Furthermore, reading is also one of other minor contributing factors discovering the fact that the books the children like helps them construct positive perception which then encourage them import more inputs.

Key words: FLA, SLA, Affective Filter Hypothesis

1. Introduction

This paper is an attempt to disseminate the result of the survey-based research conducted to have a closer look at the mapping of bilingual language situation seen in certain linguistic situation in Malang. The survey that was conducted to bilingual parents is basically about to satisfy a personal yet scientific curiosity of the researchers as both parents to bilingual children and language teachers. Nothing seems really unique from the fact that children in Indonesia are born to be bilingual because, by nature, they are raised by bilingual parents in bi(multi)lingual situation. On the other hand, there have been an increasing number of

studies that explore the nature of bilingual language acquisition. Some have seen negative impact of exposing second language to children (Saer, 1923; Smith, 1939; Bereiter & Engelman, 1966; Godard, 1971; Oller & Eilers, 2002; and Perani, 2003 as cited by Crystal, 2003 and Steinberg, 2001) while some others have proven the positive impact (Bruck, Lambert, Tucker, 1976; Swain & Lapkin, 1982; Genesee, 1983; Hakuta, 1986; Lapkin, Swain, & Shapson, 1990; Tarone & Swain, 1995; Yeoman, 1996; Baker & Jones, 1998; and Bialystok, 2001 as cited by Crystal, 2003 and Steinberg, 2001). Looking at various angles by which these previous studies have been carried out, the socio-psycholinguistic environment of bilingual children in Malang is obviously worth-researching. One of the focuses of the survey is looking thoroughly at the contributing factors of both the first and second language development of bilinguals that mainly becomes the concern of this paper.

Something really significant to start with is the result of the survey seen from Figure 1 below that not only 16% of the children of the respondents are raised monolingual, but also 28% of them are trilingual.

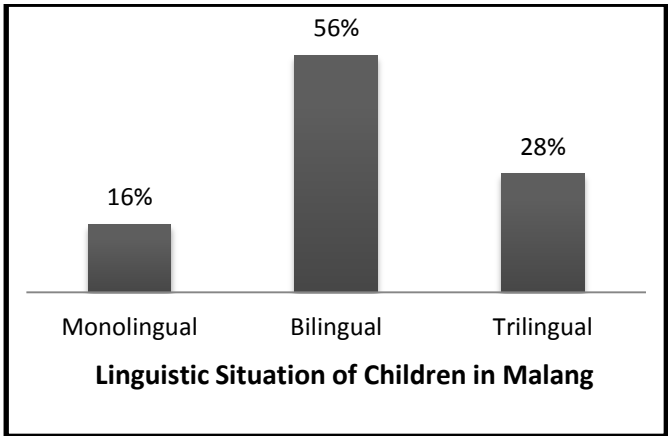


Figure 1. Linguistic Situation of Children in Malang

Given this situation, it is convincing to do deeper exploration on what efforts that were exceedingly working in helping children develop their languages. As suggested by Troike (2006) that children will never acquire any language knowledge unless that language is used with them and around them. In other words, there is a strong predisposition that the exposure takes more responsibilities in both the first and second language acquisition of children. The remaining question is then what kind of exposure is not only effective, but also successful that in this paper, the researchers aim to use Krashen's influential finding on *affective filter hypothesis* (2003) to elaborate the answer.

2. Research Method

The design of this research is descriptive qualitative since it describes the second language acquisition pattern of some bilingual children from the families of the lecturers in the Faculty of Letters, State University of Malang, and the exposure strategies that they employ to their children as parents. The collected data in this research are analyzed qualitatively in order to get a complete picture of the pattern, instead of generalizing the data statistically.

To collect the data, the instrument needed is questionnaires which are given to 25 lecturers from the Indonesian Department, English Department, Arabic Department, German Department, and Art and Design Department who have sons or daughters under the age of 10 years old. Most of these parents are lecturers of foreign languages with high educational background, some of whom took their master degree or doctoral degree overseas, which then lead to the use of not only one or two languages at home, but three, four, or even five languages.

3. Findings and Discussion

The result of the research has put forward two significant factors in the first and second language acquisition; the major and the secondary. The language used by the family in the family interaction becomes the major contributing factor as seen in Figure 2 below.

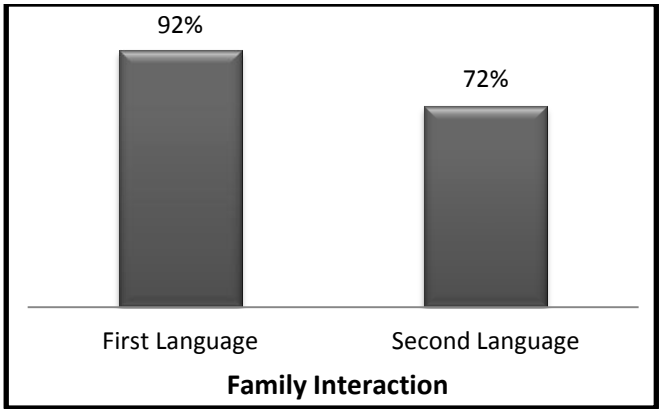


Figure 2. Interaction among Family

The Figure 2 has articulated the fact that the language of the family members, particularly parents and siblings has given a considerable impact especially to the development of children first language. The language(s) spoken by parents themselves while conducting personal communication at home would most probably be exposed to their

children. The language, in this sense is the form, the meaning, and the function. According to Purwo (1991), it is because children are naturally born not to simply and passively imitate the adults' language, but transform it. In a broader sense, the language input they get exposed to will be productively recycled and reproduced. That is the reason why bilingual parents as the respondents of this research confirmed that the language of the family has grown to be the most significant factor of the first language development of their children.

In the context of second language acquisition, the aforementioned finding is arguably in line with Steinberg (2001) hypothesis on the nature of explication and induction in the acquisition process. The explication is seen as a conscious effort of parents and/or teachers to introduce the features of the language to the children, while induction is articulated in different way in which patterns and other features are acquired through children self-discovery. In correspondence to the result of research seen from Figure 2 indicating that in the nature of second language acquisition, the language of the family has taken a lower role compared to the first language. In this very recent point, Steinberg (2001) argues that the second language is generally exposed outside the house; at schools and neighborhood.

Apart from supporting either L1 or L2, the language used by the family when talking to children has long been attracting researchers' interests; for example Lanza (2001) who studied micro-level of interaction in bilingual acquisition issuing the language contact and language choice in Parent-Children conversations and Barron-Hauwaert (2002) who observed the practice of OPOL (One Person One Language) approach in bilingual family.

The most importantly, the finding of this research suggesting the significant contribution of language input provided by the family to the development of children language has been recognized by Krashen (2003) remarking that when children are comfortable, confident, and feel belonged to the group member, they will absorb the input and make progresses as well. It is the nature of affective filter hypothesis that Krashen has convincingly proposed before.

The language of the neighborhood that in the context of this research includes friend and playmate as seen from Figure 3 below has eloquently expressed how affective filter hypothesis functions in the nature of children language development.

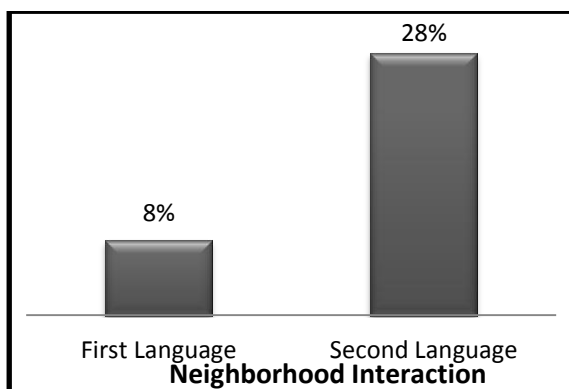


Figure 3. Interaction among neighborhood

The language(s) spoken by friends and playmates functions as an enrichment of language input especially for children second language as suggested from Figure 3. Children are naturally at ease to gain more comprehensible input when they are not anxious and do not have low-self esteem (Krashen, 2003). In a way more precise, Darmojuwono and Kushartanti (2005) have believed that in multilingual situation, it is very possible for groups of children speaking different languages to meet and interact that according to Butler and Ritchie (2006) it might possibly both upgrade and degrade their language proficiency. Apart from the issue of proficiency, Lanza (2001) has highlighted Schieffelin and Ochs (1986) theory on language socialization that the linguistic knowledge and social knowledge occur simultaneously soon after infants have social contact. By having interactive process, they become active participants especially in internalizing the features of language of their surroundings. And by getting involved in socialization practices, children learn to be a part of a community that at the same time learn to use the community's language. In this point, Krashen's affective filter hypothesis works in the way that when children feel positive about their friends, playmates, and surroundings, they will also be positive about the language input the surroundings bring.

The research has also mapped the secondary contributing factors in the first and second language acquisition. The figure 4 below illustrates the finding.

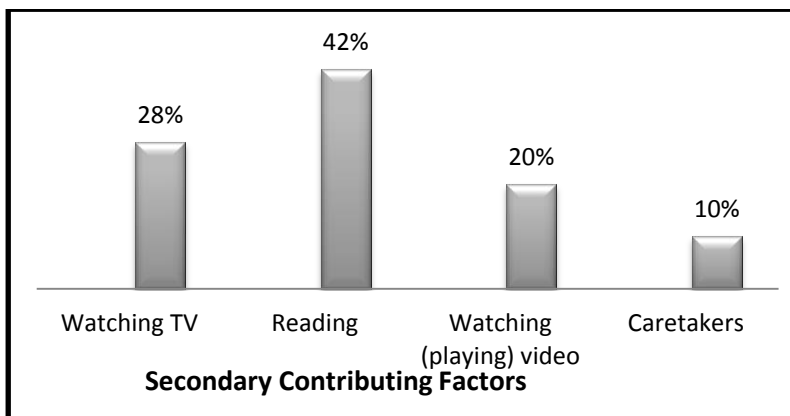


Figure 4. Secondary Contributing Factors in FLA & SLA

There are mainly 4 (four) factors that contribute to the development of both first and second language. Reading is the most influential factors, according to the respondents. Krashen (2003) has long been examining the impact of reading in developing children language(s) that the one who read more, she/he can complete a variety of tests in addition to the fact that children with a good reading habit are said to acquiring more comprehensible input in low-anxiety situation. Krashen and his team have investigated the massive vocabulary improvement experienced by bilingual children who were asked to read a novel in their second language. This basic principle in language acquisition has been adopted as in-school free reading activities, such as sustained silent reading and extensive reading programs as an effective way to particularly improve second language proficiency.

In a way more detailed, reading works on the basis of what Krashen (2003) has mentioned as the pleasure hypothesis. This notion justifies that children will learn best through interesting and motivating activities that goes in line with affective filter hypothesis. According to Field (2003), reading covers two cognitive processes; lower and higher level processes. The first is decoding words and their meaning as well as recognizing old and new word meanings, while the second is correlating the content of the reading with background knowledge, extracting explicit and implicit messages, interpreting the writers' purposes, and constructing general idea of the whole text in the reading. There are plenty of complex stages in reading that when children are involved in the activity, they are actually exposed to both form (structure) and function (use) of the language. In short, reading helps children develop their language and cognition.

The second and third most significant factors as seen from Figure 4 are watching TV and watching and/or playing video (games). The finding has a close connection to the types of language input that Field (2003)

has defined it as iconic (visual) and echoic (audio) in which the first one generally lasted for only 0.5 seconds, while the second lasted longer, 0.25 seconds. It implies that when children watch TV and/or play video games, they import both iconic and echoic input as well as use it. By engaging children in the TV program they like and audiovisual games, they are exposed to the comprehensible input in which both the affective filter hypothesis and the pleasure hypothesis are working really effective. However, the need to maintain interactive exposure is undeniably important.

To conclude, for any situation, both major (the language of the family and the language of neighborhood) and secondary (reading, watching TV, watching (playing) video, and caretakers' language) contributing factors must go hand in hand on the basis of principles of affective filter hypothesis for the purpose of helping children acquire the language(s) best.

4. Conclusion and Suggestion

Based on the results of the survey, most Indonesian children are actually competent to be simultaneous bilinguals because they are naturally born and grown up in a very rich multilingual society. Not only are they exposed to two languages by nature, which are their ethnic group language and Indonesian, they are also competent to be early multilingual if their parents come from two different ethnic groups. Moreover, since most of the parents of the children who become the subjects are lecturers of foreign languages, those children become more potential to be exposed to the languages taught by their parents. This is relevant to the second finding of this survey on the exposure strategies received by the children, which reveals that most of the exposure to the languages is received at home. After that, those children are also exposed to some other languages through their interaction with friends. Besides, they can also acquire some new languages from books, television, and video games, and also caregivers. This finding strongly confirms the role of affective filter hypothesis (Krashen, 2003) that both first and second language will develop optimally when children are comfortable and confident to receive the input. The hypothesis also suggests the finding that when children feel positive about their surroundings, they will, at the same time, be positive the language spoken.

The result of this research mainly suggests future researchers that they can enlarge the scope of the research which include a larger number of respondents with more varied socio and educational background in order to reveal some new hypotheses.

References

- Butler, Y.G & Hakuta, K. 2006. Bilingualism and Second Language Acquisition. Dalam T.K. Bathia & W.C. Ritchie (Eds.), *The Handbook of Bilingualism*. (114-144). UK: Blackwell Publishing Ltd.
- Crystal, D. 2003. *The Cambridge Encyclopedia of Language: Second Edition*. Cambridge: Cambridge University Press.
- Darmojuwono, S & Kushartanti. 2005. Aspek Kognitif Bahasa. Dalam Kushartanti dkk (Ed.), *Pesona Bahasa. Langkah Awal Memahami Linguistik*. (15-31). Jakarta: Gramedia Pustaka Utama.
- Field, J. 2003. *Psycholinguistics; a Resource Book for Students*. London: Routledge.
- Krashen, S.D. 2003. *Explorations in Language Acquisition and Use*. Portsmouth, NH: Heinemann
- Purwo, B.K. (1991). Perkembangan Bahasa Anak: Pragmatik dan Tata Bahasa. In Soenjono Dardjowidjojo (Ed.), *Linguistik Neurologi*. (157-188). Jakarta: Lembaga Bahasa UNIKA Atma Jaya.
- Lanza, E. (2001). Bilingual first language acquisition: A discourse perspective on language contact in parent–child interaction. In Cenoz, J. and Genesee, F. *Trends in Bilingual Acquisition Research Volume 1*. Philadelphia: John Benjamin.
- Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- Steinberg, DD., Nagata, H., Aline DP. (2001). *Psycholinguistics: Language, Mind, and World. Second Edition*. England: Pearson Education Limited.
- Suzanne Barron-Hauwaert. (2004). Language Strategies for Bilingual Families: The One-Parent-One-Language Approach. New York: Multilingual Matters Ltd.

Exploring Slang on Eminem's *Sing for the Moment* Lyrics

Fadjriha Noer Alifah, Iqbal Nurul Azhar

University of Trunojoyo Madura

fadjirahanoer@gmail.com

Abstract

This study aims to find out the characteristics of slang which are used by Eminem in his *Sing for the Moment* song lyrics. There are two objectives of this study, those are: 1) to explain the characteristics of slang found in *Sing for the Moment* song lyrics. 2) to explain the functions of slang found in *Sing for the Moment* song lyrics. This study used descriptive qualitative design. The source of data was *Sing for the Moment* song lyrics. The data were the lyrics which contain slangs. There were 9 slangs found in the lyrics. The method used to collect the data was nonparticipant observation. The method used to analyze the data was Correlation Method with Segmented-Element-Determinant-Technique where the determinant elements were other languages. Based on the data analysis, it has been found out that there are three characteristics of slang, those are; the slangs are so creative, they are fresh and flippant. There are also some functions of the slangs in the lyrics, to strengthen Eminem's social interaction and relationship with the American Black society, to show Eminem's cleverness, and to transfer his ideas and imagination.

Keywords: sociolinguistic, language variation, slang.

1. Introduction

Nowadays, music is not only enjoyed by limited societies. It has been widely spread out from its own birth place to many other societies. Since its producers, composers and admirers come from different societies, no wonder that it has not only a single genre. There are so many music genres in this world, such as jazz, R&B, soul, swing, classic even rap. Most of the genres talk about love, equality, friendship, and life experience, etc.

Music which attracts everyone by utilizing language, metaphor, collaborated with rhymes and tones is called song. Song is just like telling someone in a fun and easy way. It sometimes advises goodness. Another time it also burns our spirit to achieve progress. The value that can be taken from a song is called a song message.

Music and language have mutualism relation. There would not be a song without language. A super dynamic tone still cannot be considered as a song, until it is built altogether by tone and lyrics. Every song depends on the songwriter's thinking and background. Here we can

say that knowing a song is just like knowing someone's identity. We can reveal who the songwriter and the singer are, only by understanding the song he/she wrote or sang.

Recently, there are a lot of singers come from different countries and background. They bring their own style on using language and culture in the way they write song lyric and the way they sing. Every singer has a character. Take an example, Eminem. He is characterized as a violent, tough talking, often misogynistic lyricist white American which decided to live his career as a rap singer.

Eminem was born on October 17, 1972. He is an American rapper, record producer, and songwriter from Detroit, Michigan. He is of English, German, Scottish and Swiss descent. His home life was seldom stable, with his mother he lived in several places in Missouri including Saint Joseph, Savannah and Kansas City, before settling in Warren, Michigan. Eminem spent much of his youth in a lower-middle-class, primarily African-American Detroit neighborhood. He and Debbie were one of three white households on their block. As a child he was interested in storytelling, aspiring to be a comic-book artist before discovering hip hop. (Eminem, 2015)

His career as a rapper had never been easy. Struggling to succeed in a predominantly African-American industry, Eminem was appreciated by underground hip hop audiences. When he wrote verses, he wanted most of the words to rhyme; he wrote long words or phrases on paper and, underneath, worked on rhymes for each syllable. Although the words often made little sense, the drill helped Eminem practice sounds and rhymes (Eminem, 2015). As Eminem's career grew, many groups offered him to join. In *The Marshall Mathers LP* album which was released in May 2000 got a good appreciation. It sold 1,760,000 copies in its first week, breaking US records held by Snoop Dogg's *Doggystyle* for fastest-selling hip hop album. *The Eminem Show* was released in May 2002. It was another success, reaching number one on the charts and selling over 1.332 million copies during its first full week.

Eminem is very unique for he is a white American rapper. Rap in general is closely attached to black American, but he did this job very well. It can be understood why Eminem chose to be a rapper since his hobby is related to storytelling and he spent his life in a black American block with his mother. Black American has some uniqueness in the way they use language and it of course influences Eminem. Many of Eminem songs use black American slang.

Slang is non-standard word or casual language which is used by a certain group of people or community (Allan & Burrige, 2006). Slang is so playful. It is a sprinkle of color in language because of its playful and unusual. Mostly slang is ungrammatical and non-formal, so it is more appropriate for oral communication. Oral communication usually ignores the use of correct grammar for some purposes. Slang is not official like writing language. The most important thing is the content can be

delivered and understood well. The understanding usually only owned by certain English people especially the youth because they are the one who product many slang because of their creativity and fresh thinking. Believe it or not, slang is used in everyday life. A lot of slang are used in song, movie, opera, and social media nowadays which are very familiar to us. For example an acronym LOL (Laugh Out Loud), *cool* means extremely good or stunning which currently very popular used in instant messaging on internet. Internet gives a shortcut to everyone access everything.

Slang consists of a lexicon of non-standard words and phrases in a given language. Use of these words and phrases is typically associated with the subversion of a standard variety (such as Standard English) and is likely to be interpreted by listeners as implying particular attitudes on the part of the speaker. In some contexts a speaker's selection of slang words or phrases may convey prestige, indicating group membership or distinguishing group members from those who are not a part of the group (American Slang, n.d.)

Eminem's song lyrics entitled *Sing for the Moment* was the source of data of this study. Any slang expressions found in the source of data were considered as data and were analyzed. The method used to analyze the data was Correlation Method with Segmented-Element-Determinant-Technique where the determinant elements were other langues.

2. Discussion

In the present study, the writer finds twelve slang words which belong to three character divisions of slang in the data namely: (1) fresh, (2), creativity, and (3) flippant. The data are shown in the table 1 below.

Table 1. Slang words

No.	Utterances	Slang Words	Meaning
1.	His <i>fuckin</i> dad	fuckin'	having sex (curse)
2. <i>walkin'</i> out	walkin'	Walking
3.	'Cos he just hates him so bad that he blocks him out	'cos	Because
4.	Entertainment is <i>changin'</i> ...	changin'	changing,
5.	... <i>intertwinin'</i> with	intertwinin'	intertwining
6.	<i>gangsta</i>	gangsta	gangster
7.	From standin' on corners...	standin	Standing
8.	...and porches just <i>rappin'</i>	rappin'	Rapping
9.	To havin' a fortune, no more <i>kissin'</i> ass	kissin' ass	false flattery or sycophantic behavior
10.	To get they hands on every <i>dime</i> you have	dime	money
11.	Well if it can, then the next time you assault a <i>dude</i>	dude	form of address for a person, usually

			male
12.	And they want to get one 'cause they think the <i>shit's cool</i>	shit's cool	contextual meaning of shift

2.1 Fresh

The slang language is up to date, new, and a little bit unfamiliar because of its newness. It resembles a present situation and sometimes can indicate what is happening in the society. Four words are considered slang and are put under this criterion. The words “fuckin,” “gangsta,” “dime,” “crucify,” “dude” are grouped in this.

‘Fuckin’ is derived from the word ‘motherfucking’. In the urban dictionary, this term means somebody or something regarded as thoroughly unpleasant, frustrating, or despicable. In this lyric, the utterance of ‘fuckin’ implies that the rapper doesn’t like the father as he expresses it in the lyric. Fuckin’ dad may implies the “dad” old, uncomfortable. Besides, the rapper may ever had unpleasant experience meeting with the “dad” hence, he expresses “fuckin dad”. Gangsta refers to a member of an organized group of violent criminals. This word is up to date for long time ago no gangsters exist. Dime refers to a kind of money. This word is so fresh and up to date for the members of a certain group or community (see Miffin, 2000). Crucify refers to something like punishment. The utterance of ‘crucify’ is classified into *slang* because it is expressed to make a special sense and denotation meaning. Dude is a word which is usually used to call friend, usually male. The term dude is defined as an easterner or city person whose vacation is on a west ranch, a man who is very fancy or sharp in dress and demeanor. In interjection, it is also used to express approval, satisfaction, or congratulation. In this lyric, ‘dude’ refers to a man or a fellow. However, in this lyric the meaning is more than that. This lyric implies a man who is very fancy or sharp in dress and demeanor. The rapper assumes that a man that he is referring to is a perfect man either in attitude or performance.

2.2 Creativity

The slang language is formed by optimizing the maker’s cleverness, imagination, productivity, and talent to create a word that sometimes the new forms of the word become a trend in a society. “Cos” which stands for because, “walkin” which stands for walking, “changin” which stands for changing, rappin which stands for rapping and “intertwining” which stands for intertwining are the examples of this type of slang. It is creative because it shows people’s cleverness of creating new form of word which is by shortening the ultimate part of it. Since they are found in Eminem lyrics, so we can say that by seeing the words, Eminem is so creative.

Those words also show Eminem’s community which is black American society as a creative community. Black American community has a big influence in the way Eminem used language. Creativity

sometimes born in community, even a single person is the creator but the word is used by the members of community. It can be concluded as community creativeness.

2.3 Flippant

Slang language has irrelevant word of the contexts. Sometimes, slang is used to amuse people so that the people consider the maker or the producer of the slang is clever. “Kissing ass” and “Shit’s are the example of this criterion. “Kissing ass” refers to something harsh and irrelevant to utter and “Shit’s cool” means something improper and contextual meaning of shift.

Flippant is usually used in a very informal context orally. The use of such words sometimes are not understood well by ordinary people who do not include in the community. It heard so rough to them. It can be misunderstood and make some bad effect just like group hustle. So, in use slang language needs extra carefulness. It can shows closeness or battle.

2.4 Functions of Slang

There would not be language without society because society and language cannot be separated. The use of every language surely has a certain purpose or function (Wardough, 1988). The use of slang by Eminem also has functions.

The first function is to strengthen social interaction and relationship with the Black American Society. Eminem is a white rapper who lived in a black African-American group. So it can be seen that his society has a huge influence to him in acquiring language. The existence of slangs in Eminem lyrics reveals this influence. By using the slangs, it shows that society does influence him. On the other hand, Eminem also tries to identifiable himself as a member of black the community. His close attachment to the group is shown clearly by the slangs he uses. By using the slang, he wants to strengthen his relationship with the member of the society, to put them in his side and to tighten the intangible bond which already exists among them. This function has a close relation to personal identification.

The second is to show Eminem’s cleverness in utilizing his language competence. Using slangs in the lyrics, it seems that Eminem wants to show his ability to use slang of Black American people. He wants to show off that he can use the language effortlessly. In reality, it seems that he really does not face any important difficulties in producing that language because he has a good competence to use and to make use the language as he wants.

The third function is to be a media to transfer Eminem’s imagination. Through language we can do something without truly do. For example, when we say; “This room would be very comfortable if there is no wind enters”. This sentence is actually a speaker’s imagination. In

fact, the window or the door is opened and the wind enters the room. The speaker only utters and transfers his/her imagination, but if it is used in a right condition, the utterance can change the situation. A person who hears it, will close the window or the door. In this case, though Eminem is a white American, he cannot lie him himself to use another group or community's expression to transfer his feeling and imagination because he does not belong the community. This honesty is appreciated well not only by the Black community, but also by the others, because the guinea character of Black community is shown up by Eminem through his songs. It surely would strengthen his relationship to the group.

3. Conclusion

Based on the data analysis, there are three characteristics of slang in Eminem's *Sing for the Moment* lyrics, those are; the slangs are so creative, they are fresh, and they are flippant. There are also some functions of the slangs in the lyrics, those are, they are used to strengthen Eminem's social interaction and relationship with the American Black society, they are used to show Eminem's cleverness, and they are used to transfer his ideas and imagination.

4. Reference

- Allan and Burridge. (2006). *"Forbidden Words Taboo and Censoring Language"*. UK: Cambridge University Press
- American Slang Dictionary (n.d.) Available at <http://grammar.yourdictionary.com/slang/american-slang-dictionary.html>
- Eminem (2015). *The Biography.com website*. From <http://www.biography.com/people/eminem-9542093>.
- Miffin (2000). American English Dictionary. In Lilmirst. (eds). The Negative Impact of Rap Music on Today's Youth. *StudyMode.com*. Retrieved January 15th, 2013, from <http://www.studymode.com/essays/Negative-Impact-Rap-Music-Todays-Youth-114830.html>
- Wardough, Ronald. (1988). *An Introduction to Sociolinguistics*. New York: Basil Blackwell

Biodata

FADJRIHA NOER ALIFAH and IQBAL NURUL AZHAR are two of the academicians of Faculty of Cultural Sciences, University Trunojoyo Madura who have strong passion on linguistics research in the scope of sociolinguistics. They wrote many articles some of which are published in linguistics journals.

Discovering Language and Identity in *The Pursuit of Happiness*

Bagas Farizi, Iqbal Nurul Azhar

Faculty of Cultural Sciences, University of Trunojoyo Madura

b.farizi@yahoo.com

Abstract

This study concerns with language and identity in a movie entitled *The Pursuit of Happiness*. There are two objectives of this study, to describe the correlations of language produced by the main actor and the identity found in the movie; and to explain the identity that influences the language of the main actor. It used descriptive qualitative design. The source of data was Chris Gardner, the main actor. The data were any utterances which contain requests. The method used to collect the data was nonparticipant observation. To analyze the data, Correlation Method with Segmented-Element-Determinant-Technique was used and it involves pragmatics as the determinant element. Based on the analysis, it has found out that 1 data belongs to positive politeness, and 6 data belongs to negative politeness. The positive politeness utterance is indicated by the existence of the expression “how about” while the negative politeness utterances are indicated by “can you” and “can I”. The positive politeness strategy is chosen to speak with the interlocutor from upper class, while the negative politeness strategy is used in speaking with those from lower/equal class. The identity of someone influences his/her language. We are able to recognize someone’s identity from his/her language.

Keywords: identity, language, sociopragmatics, status.

1. Introduction

Conversation is an interactive spontaneous communication between two or more people. One of the aspects that make a conversation happens is the identity of the speakers when the conversation occurs. Based on that, this study concerns with the correlation language and identity.

The subject chosen is a movie entitled *The Pursuit of Happiness*. In this movie we can see a real life of human activities, and communication is one of the biggest part of human activities. This movie also has a lot of moral values that can be taken. Besides, this movie won *Capri Award* as a *Movie of the Year* and *NAACP Image Award* as the *Outstanding Motion Picture* (The Pursuit -Award). The significance of this study is to give contribution to the next researcher about politeness strategy theory which functions as a reference for the next study about the understanding of language and identity in USA.

The scope of this study is socio-pragmatics studies. This study concerns with social class theory proposed by Wardhaugh (2006), and politeness strategy proposed by Yule (1996). This study is to focus only on requests that uttered by Chris Gardner as the main actor of the movie.

2. Methods

This study used descriptive qualitative design. The source of data was Chris Gardner, the main actor. The data were any utterances of Chris Gardner which contain requests. There were 7 data showing this case. The method used to collect the data was nonparticipant observation. The method used to analyze the data was Correlation Method with Segmented-Element-Determinant-Technique where pragmatics is used as the determinant element.

3. Findings and Discussions

After analyzing the data, it has been found two types of politeness. There are one datum on positive politeness and six on negative politeness as shown in Table 1.

Table 1. Types of politeness

No	Type	Frequency	Data
1	Positive Politeness	1	1. Uh... how about we share a ride?
2	Negative Politeness	6	1. Can you at least put the dog upstairs in you room or something? 2. Can I ask you a favor, miss? 3. Can you beat your little rug when nobody's out here? 4. Can you spell everything you're thinking of? 5. All right. Uh, can I make...have my phone call, please? 6. Can I see it?

Identity and language are two different things. Language deals with human system of communication that could be expressed via spoken or written, while identity deals with social status of a person in society.

A person may have a number of identities, each of which is more important at different points in time. They may have an identity as a woman, an identity as a mother, an identity as someone's partner and identity as a office worker, for example. The ways in which people display identities includes the way they use language and the way they interact with people. Identities are not natural, however. They are constructed, in large part, through the use of discourse. Identity, further is not something that is fixed and remains the same throughout a person's life. It's something that is constantly constructed and and reconstructed as a people interact with each other.

(Paltridge, 2006)

It is true that Paltridge said that the ways in which people display identities include the way they use language and the way they interact with people. This is as shown in the data uttered by Chris Gardner in order to make request in a movie entitled *The Pursuit of Happiness* as presented in the following.

One time, Mr. Twistle walks out from the office where he works, then he meets with Chris who is standing in front of the office. After saying "hi" to each other, Chris starts the conversation but Mr. Twistle is in hurry to go to Noe Valley. Then Chris says:

Chris : Mr. Twistle. Actually, I'm on my way to Noe Valley also. *Uh... how about we share a ride?*

Mr. Twistle : All right.

In this conversation Chris Garner identity is an official employee that works in Mr. Twistle's office. According to Yule (1996), one of types of politeness strategies is face saving act. Face saving act is divided into two kinds, they are positive politeness and negative politeness. Based on this theory, what Chris Gardner says on the conversation above is categorized as positive politeness. In order to be polite, Gardner offers a ride to Mr. Twistle whose identity is higher than him (as the director on the office where he is working), he prefers to use an offer instead of saying "get in to the car" directly.

Another use of politeness strategies is the use of negative politeness. Chris Gardner uses negative politeness when he makes a request to a street singer. When the street singer sings in the left side of the way, Chris wants to ask some helps from the singer, then he directly says "Can I ask you a favor, miss?" Chris at that moment identifies himself as an official employee while the interlocutor is a street singer. In this setting, Chris uses negative politeness in order to make a request to another interlocutor from lower class.

Another example is when Chris and his son, Christopher are in the train station. They make some conversations. In the setting, request is used in the conversation:

- Chris : What's that?
Christopher : Uh, it is to repair the light.
Chris : *Can I see it?*
Christopher : Yeah, sure.

On the conversation above Chris Gardner uses negative politeness in making a request to Christopher. Chris identifies himself as a father while the interlocutor is his son. In this setting, Chris uses negative politeness in order to make a request to his son.

The next example of the use of negative politeness is in another setting when Chris talks to his son. Chris takes his son to the daycare. They talk about birthday gift. In the setting, Chris asks his son:

- Chris : *Can you spell everything you're thinking of?*
Christopher : I think so.

Chris uses negative politeness in order to make a request to his son. Chris Gardner also in this setting identifies himself as a father while the interlocutor is his son.

The next example of the use of negative politeness is in a setting when he talks to an interlocutor who belongs to equal social class. For example when Chris complains to Mrs. Chu about the daycare, the one who owns the daycare where Chris's son stays. Then in the end of their conversation, Chris says, "Can you at least put the dog upstairs in your room or something?". Chris is a father who puts his son in the day care, and Mrs. Chu is the one who owns the day care. Both of them have the same or equal social class.

The next example is when Chris makes a request to his neighbor to stop the noises that the neighbor makes. When Chris talks to his wife, his neighbor cleans carpet using racket so it causes noises, here the conversation is:

- Chris : "Hey, hey, Roy. Roy! *Can you beat your little rug when nobody's out here?*"
Roy : "There's dust and shit all over."

The next is when Chris under arrest, he wants to call someone. So he makes a request to the police officer. Then he says,

Chris : "All right. Uh, *can I make...have my phone call, please?*"
Chris uses negative politeness to the police officer. Police officer and Chris Gardner are from equal social class.

Based on some examples above, it is clear that there is a correlation between language and identity. Chris Gardner whose identity is an official employee, uses positive politeness to make request to Mr. Twistle whose identity is above him. On the other hand, Chris Gardner whose identity is higher, for example as a father, uses negative

politeness to make request to his son, Christopher. Politeness strategy which chosen by Chris Gardner shows the culture of society where he lives, because he learns about politeness strategy from people around him or society. Positive politeness strategy is chosen by Chris Gardner when he speaks with his interlocutor from upper class, while when he speaks with another interlocutor from lower class/equal with his class, he tends to use negative politeness strategy. In US where Chris live, upper class should be respected by lower class, one of the way to respect upper class is using politeness strategy in order to make a conversation. Speaker uses negative politeness strategy to lower class/equal with his or her class, and speaker uses positive politeness strategy to upper class with his or her class.

Identity, for Lacan (in Jørgensen & Phillips, 2002), is equivalent to identification with something. This 'something' is the subject positions which discourses offer the individual. The similar argument is, identity as a concept pertains to descriptions of persons by which we emotionally identify (Barker & Galasinski, 2001). Another argument states that ways of being refer to the kinds of identity work that people enact as they are using language (Rogers, 2011). One of the way to identify person is from the language that they used to make conversation, or the language that someone use in conversation shows the one's identity.

4. Conclusion

Language uttered by someone in society determines someone's social identity. Based on this analysis, social class of someone influences his or her language in making communication to another one. Accordingly, it is true that identity of someone in society influences the language. We are able to recognize someone's identity from his or her language. In other words, the language that someone uses in conversation shows his/her identity.

References

- Barker, C. & Galasinski, D. (2001). *Cultural Studies and Discourse Analysis: A Dialogue on Language and Identity*. London: SAGE Publications.
- Jørgensen, M. & Phillips, L. (2002). *Discourse Analysis as Theory and Method*. London: SAGE Publications.
- Paltridge, B. (2006). *Discourse Analysis: An Introduction*. London: Continuum.
- Rogers, R. (2011). *An Introduction to Critical Discourse Analysis in Education* (2th ed.). New York: Routledge.

The Pursuit of Happiness - Award. Available at www.imdb.com/title/tt0454921/awards
Wardhaugh, R. (2006) *An Introduction to Sociolinguistics* (5th ed.).
Malden: Blackwell Publishing
Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

Biodata

BAGAS FARIZI and IQBAL NURUL ASHAR are two of the academicians of Faculty of Cultural Sciences, University Trunojoyo Madura. They have strong passion on linguistics research in the scope of sociolinguistics and pragmatics. During their spare times, they produce many articles which, some of them, have already been published in linguistics journals.

Cohesion on Essay Writing of Female and Male English Department Students

Viqi Ardaniah

*English Department, Airlangga University, Surabaya
viqiardaniah@gmail.com*

Abstract

Differences of linguistic features between men and women are usually found in their speech. Commonly, women tend to have more emphatic stress, avoidance of swearing words, grammar that is hyper-corrected, more lexical hedges, tag questions and other features that are less found in men's speech. However, the differences between the man's language and the woman's language can be found in the written text. The present study aims to identify the differences and the similarities of cohesion written by female students and male students of English Department students, Airlangga University. Twenty essays were collected from five female students and five male students. Each student wrote two academic essays. These essays were analyzed in the cohesion frame of Halliday and Hasan (1976) that covers reference including personal reference, demonstrative reference and comparative reference, and conjunction. The study has found that more varieties and frequencies in the references and the conjunction are found in the essays which are written by the female students than the ones written by the male students.

Keywords: cohesion, essay, personal reference, demonstrative reference, comparative reference, conjunction

1. Introduction

Many researches mention that women are different from men in their speech. Women are characterized in the way they speak or talk in their work place or in society where they live (Trudgill, 1972, Lakoff, 1975, Holmes, 1993, Eckert, 1997). Women are said to be more formal than the men because they tend to have hypercorrect grammar, more hedges, tags, and more. Do the women and the men are only different in their speech? Lumsden and Scott (1987) found in their study that the comprehension of male students on one subject is much better than the comprehension of female students. They admitted that the female students had good performance in their essay writing exam, but they

poorly did exam in the form of multiple-choice which was done well by the male students. As the course got more and more difficult, the female students were predicted that they had decreased their understanding on the subject.

There are some reasons why women get better score in their essay writing. As Lumsden and Scott (1987) proposed, first, females get mature earlier than males. Second, the females have better verbal skills than the males. Third, the females have better skill, that is associated to writing process in which there are some process to memorize, synthesize, and evaluate, than the males. These indicate that women's language is different from men's language in the written form.

According to Argamon et al. (2003), women have different writing style from men in formal written texts especially in the use of pronouns, determiners, and quantifiers. Plural pronouns such as *we*, *us*, *they* and *them* and male third person pronouns are used more often by male authors when they write fiction story. In addition, the male authors tend to write large number of determiners and quantifiers. Meanwhile, the female authors use more female and male third person pronouns, first personal pronoun (*I*), second personal pronoun (*you*), and reflexive pronouns (*myself*, *yourself*, *herself*).

From the study conducted by Lumsden and Scott (1987) and the study by Argamon et al. (2003), the difference between the woman's language and the men's language can be seen in non-fiction (essay writing) or fiction story. Essay is a very common assignment for college students and it consists of at least five paragraphs that discuss one single topic or central main idea (Zemach & Rumisek, 2005). They added that the essay includes introductory, body and conclusion. This type is usually graded by the students' lecturers who evaluate the students' essay based on structure aspect, one of which is linking sentence (Norton, 1990). One sentence links to other sentences because there are some conjunctions and references which are parts of cohesion.

In the present study, the cohesion of essay written by the female students is predicted to be different from the cohesion made by the male students. The study is addressed to answer questions; (1). What are the differences of cohesion between the female students' essay writing and the male students' essay writing?; (2). What are the similarities of cohesion between the female students' essay writing and the male students' essay writing?

2. Theoretical Preview: Cohesion

The grammar and vocabulary can express cohesion which refers to "relations of meaning that exist within the text" (Halliday & Hasan, 1976). To mention that a text is cohesive, it can be known from the references and the conjunctions used by the writer. There are three types of reference namely personal reference, demonstrative reference, and

comparative reference. The personal reference consists of personal pronoun, possessive determiners, and possessive pronouns. Conventionally, the system of reference in terms of person is categorized into first, second, and third. In demonstrative reference, it is “essentially a form of verbal pointing as Halliday and Hasan (1976) mentioned. In comparative reference, the comparison is divided into general (deictic) and particular (non-deictic) that includes numerative and epithet. In the conjunction as part of cohesion, there are four common conjunctive relations which are additive, adversative, causal, and temporal all of which can be found in the written text.

3. Method

There were twenty essays selected as the samples of this study. Five female students and five male students had to write one five-paragraph essay about comparison and contrast. This essay should have been revised for two times. Another essay that these students wrote was the five-paragraph essay that the students wrote in their final exam. These students are at the first year of English Department, Universitas Airlangga.

The references including personal reference, demonstrative, comparative reference and the conjunctions were listed from two groups, male and female students. They were counted, compared, and contrasted. The patterns of references and conjunctions were analyzed.

4. Discussion: References and Conjunctions

4.1. Personal References

Both the female students and the male students use first personal pronoun, *I*, in their essay. The frequency of the pronoun occurrence is high. They use *I* when they narrate their personal story as the example of the topic they write. In addition to personal pronoun *I*, the occurrence of pronoun *it* is higher than the pronoun *I*. The pronoun, *it*, is typically anaphoric and it is pertinent to cohesion. The anaphoric pronoun will give a relation to the previous portion in the essay (Halliday & Hasan, 1976). Furthermore, the cohesive function of personal reference does not always come from particular third person forms, but it may come from the pronoun, *it*.

The pronouns, *we* and *our*, are more often found in the female students' essay than the male students' essay. As Halliday and Hassan (1976) stated, *we* and *our* may be exophoric. The writer of the essay uses *we* to refer to himself and the reader of her essay that is defined by the concept of situation. The pronoun *we* can be also anaphoric when the writer makes narration in her essay. In the narration, when the writer builds the context of situation, automatically she constructs context of references which can be found in the essay itself. Meanwhile, in the

essay of female students, the pronoun *we* and possessive pronoun *our* are not often used by the male students. This indicates that the male students do not like to involve *you* (the reader) and *I* (the writer) at the same context of situation, while it can be the opposite for the female students.

The female students and the male students have the same frequency of *they* occurrence. They use *they* to refer to people or objects than the writer or reader. These people and objects are found the preceding part in their essay. Therefore, *they* is anaphoric and it is related to the cohesion of the essay.

4.2. Demonstrative Reference

There is an opposite result of the occurrence for the use of *this* and *that*. The female students prefer to use *this* to *that*. The occurrence of *this* in the female students' essay shows that there is closeness between the writer and the reader. Rarely is the use of *this* found in the male students' essay in which the writer does not want to show any proximity with the reader. On contrary, the male students prefer to use *that* to *this*. The occurrence of *that* in the male students' essay indicates that the writer is distant from the reader. The male students tend to avoid involvement with the reader. This can be applicable to the use of *those* and *these* by the female students and male students although the number of frequency for these plural demonstrative pronouns is less than the number of frequency for singular demonstrative pronouns.

The neutral demonstrative pronoun, *the*, is used differently by the female and male students in their essay. *The* may be anaphorically or cataphorically used by the writer. However, the females students use *the* as anaphoric and cataphoric reference, while the male students tend to use *the* for anaphoric reference more than cataphoric reference. Unlike the study of Argomon et.al (2003) in which the male students like using more determiner, *the*, in their writing, the present study shows that the determiner, *the*, is not massively used by the male students. They use *the* for the syntactic condition in which word class of one word as a noun can be indicated from the presence of *the* preceding the word. Furthermore, in one hand the male students often use *the* to refer to the second occurrence of noun back to the preceding sentence (Halliday & Hassan, 1976). In the other hand, the female students do not only use *the* as anaphoric reference, but they also use *the* as cataphoric reference which point forward to the phrase that modifies the noun. For examples, *the way to be successful person, the first thing that we consider, the second thing I want to contrast, the food eaten by people* are found in the female students' essay.

4.3. Comparative Reference

The female students write more particular comparisons both as numeric and epithet than the male students. There are more comparative references that show the comparison in terms of quantity than those which show the comparison in terms of quality in the female students' essay. The female students would rather use expressions *more* (noun) *than* than *more* (adjective) *than* and (adjective)-*er than*. In contrast, the male students tend to use comparison that indicates quality. It can be showed from the comparative adjectives that take *more* (adjective) *than* and (adjective)-*er than*.

Comparative adjectives either numeric or epithet can be referential. In comparison, one is claimed to be Superior or Inferior in relation to its quality or quantity. Though the students have different number of comparative references, they construct anaphoric references. All the superior or inferior are found in the preceding part of the essay. Seldom do the students use cataphoric references in their essay.

4.4. Conjunctions

Four subcategories that have been proposed by Halliday and Hasan (1976) include additive, adversative, causal, and temporal can be seen completely in the female students' essay more than in the male students' essay. In additive conjunction, the female students use simple conjunctive, *and* and *or*, and complex-additive conjunction *in addition*. The type of complex-additive conjunction like those in the females students' essay can not be found in the male students' essay. This shows that the female students have more varieties of vocabulary than the female students. Lumsden and Scott (1987) admitted that the women have better verbal skills than the men. The use of *and* in the female students' essay shows that two or more elements which are independent are tied to each other; the second element is tied on the first element. Meanwhile, the use of *in addition* indicates that the writer (the female student) gives information to the reader that there is another point to be considered in relation to the previous point.

In adversative conjunction, more varieties in simple and emphatic forms can be found in the female students' essay, but not in the male students' essay, for examples, *however*, and *on the other hand*. These contrastive conjunctions are used to express contradiction to the expectation. For the male students, they only use simple adversative conjunctions such as *but* and *although* which can express the meaning *in spite of*, for example, *in spite of the fact that....*

The female students and the male students use causal and temporal conjunctions more less in the same way. Causal simple conjunctions that appear in the male and female students' essays are *so*, and *because*. However, the female students use *as a result* to present specific result which can not be found in the male students' essay. In

temporal conjunction, the male and female students tend to use sequential correlative forms such as *first*, *second*, and *finally*.

5. Conclusion

The female students have more varieties of references and conjunctions to show the cohesion in their essay than the male students. More differences of the use of cohesion can be found more in the use of pronoun *we*, demonstrative references such as *the*, *this*, and *that*. More similarities can be found in the use of pronoun *it*, and causal and temporal conjunctive relations in the female and male students' essay.

References

- Argamon, S., Koppel, M., Fire, J., Shimon, A.R. (2003). Gender, Genre, and Writing Style in Formal Written Texts. *Text Interdisciplinary Journal for the Study of Discourse* 23, No. 3., 321-346.
- Eckert. (1997). Gender and Sociolinguistic Variation in J.Coates ed. *Reading in Language and Gender*. Blackwell: Oxford. pp 64-75.
- Haliday, M. & Hasan, R.(1976). *Cohesion in English*. Longman.
- Holmes, J. (1993). Women's Talk: The Question of Sociolinguistic Universals, *Australian Journal of Communication*. Vol 20. No.3.
- Lakoff, R. (1973). Language and Women's Place. *Language Society*, Vol. 2, No.1, 45-80.
- Lumsden, K. & Scott (1987). The Economic Students Reexamined; Male and Female Differences in Comprehension. *The Journal of Economic Education* Vol. 18, No.4, 365-375.
- Norton, L. (1990). Essay Writing; What Really Counts? *Higher Education* Vol.20, , 441-452
- Trudgill. (1972). Sex Covert Prestige and Linguistic Change in The Urban British English of Norwich. *Language in Society*. 1.
- Zemach, D.E. & Rumisek, L.A. (2005). *College Writing: from Paragraph to Essay*. Macmillan

Biodata

VIQI ARDANIAH is a lecturer in English Department, Faculty of Humanities, UNAIR , Completing her Bachelor in English Department, UNAIR in 2005 and Master in The English and Foreign Language University, Hyderabad, India in 2012, she specializes her study on Phonetics, Phonology and Syntax. Besides as English lecturer, she is Faculty Ambassador of Faculty of Humanities, UNAIR.

The Translation of Demonstrative References in Thesis Abstracts

Sri Endah Tabiati
Iis Nur Rodliyah
Ajeng Fajriani Nurasietta
Brawijaya University, Malang
stabiati@gmail.com

Abstract

The objectives of this research were to discover the types of demonstrative references used in the thesis abstracts written by students of Study Program of English, Brawijaya University and to investigate how the demonstrative references were translated into Indonesian. In collecting the data, the researcher chose 10 thesis abstracts that met the criteria which had been set. The researcher found 256 occurrences of demonstrative references in the abstracts. The demonstratives found were *this*, *that*, *these*, *those*, *the*, *here*, and *then*. From the findings, it was found that the demonstratives were translated to match the context in which they appeared. Based on the findings and analysis, the researcher concluded that the translators had understood the concept of meaning. However, there were some changes needed in order to make the translation become more natural for the target readers.
Keywords: demonstrative reference, translation.

1. Introduction

Each language has distinct characteristics that make it different from one to another in terms of the structure, vocabulary, phonology, morphology, or dialect. Those distinct characteristics make the process of translation becomes

important as well as challenging. Due to the cultural differences between SL and TL, a translator often finds difficulties in translating texts.

In producing translation, a translator should pay attention to the cohesion of the text. A text is considered to be cohesive when it is well-organized, clear, and easy to understand. Cohesion can be achieved by using device namely cohesive device. The translator's ability in translating cohesive device from one language to another would help in maintaining the cohesion of a text. Halliday and Hasan (1976) proposed five kinds cohesive device in English; they are reference, substitution, ellipsis, conjunction and lexical cohesion. In this research, the cohesive device that became the object of the study was reference, specifically demonstrative reference.

In the process of translation, meaning plays an important role. There are different kinds of meaning in language; they are lexical meaning, grammatical or structural meaning, socio-cultural meaning, textual meaning, and contextual or situational meaning. Those five types of meaning are proposed by Suryawinata as cited in Budianto and Fardhani's book entitled *A Practical Guide for Translation Skill* (2010). In order to produce a good translation, a translator must be able to identify which kind of meaning should be used in translating text.

In this research, the researcher focused on the cohesive device namely reference, specifically demonstrative reference. Through this research, the researcher attempted to discover the demonstrative references used in the thesis abstracts written by students of Study Program of English, Faculty of Cultural Studies, Brawijaya University and how the demonstrative references are being translated from English into Indonesian.

It is interesting to conduct a research to see how the demonstrative references are being translated from English into Indonesian. Since demonstrative references might be translated in various ways according to the context in which the demonstratives occurred. Another reason why this research is important is because in every thesis, abstract is

considered as an essential part. An abstract contains brief explanation about the thesis itself. Therefore, in accordance with those reasons, this research is conducted to enrich the references in translation studies.

2. Methods

In conducting this research, the researcher used qualitative approach. The reason of using qualitative approach was because, according to Ary, et al. (2010, p. 424), “in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data”. Therefore, since collecting and analyzing the data were done by the researcher herself, the researcher believed that this research was best conducted by using qualitative approach.

The method that was used in conducting this research was content or document analysis. Ary, et al. (2010, p. 457) stated in their book that, “content or document analysis was a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.”

In order to ease the researcher when collecting data for her research, the researcher set several criteria to be used as parameter when selecting the theses. The criteria were: (1) the theses that were used are within linguistics field which were written by students of Study Program of English, (2) the theses were supposed to be in the form of qualitative research, and (3) The theses that were used as the data source were those published in 2014.

In collecting the data needed for her research, the researcher followed several steps, they were: (1) choosing 10 theses that met the three criteria that the researcher has set, (2) making a copy of English and Indonesian version of each thesis abstract, (3) highlighting the English demonstrative references and their Indonesian translation, and (4) listing the English demonstrative references and their translation.

In analyzing the data the researcher followed several steps, they were: (1) classifying the findings based on English demonstrative references' classification proposed by Halliday and Hasan (1976), (2) the researcher analyzed each kind of finding in detail in order to find the tendency shown when translating demonstrative references from English into Indonesian, and (3) drawing conclusion based on the findings and analysis.

3. Results

Halliday and Hasan (1976) classified demonstrative references into three, they are: selective nominal demonstratives (*this, these, that, those*), definite article (*the*), and demonstrative adverbs (*here, there, now, then*). However, after reading the 10 abstracts and examining them, the researcher did not find the use of demonstrative *there* and *now* in the English version of thesis abstracts.

The researcher found 256 demonstrative references in the English version of the abstracts. From those 256 data, 50 were demonstrative *this*, 1 was demonstrative *that*, 3 of them were demonstrative *these*, 11 were demonstrative *those*, 189 data were demonstrative *the*, 1 was demonstrative *here*, and 1 was demonstrative *then*. The demonstrative which was used frequently was demonstrative *the* with 189 occurrences. The representative of English demonstrative references and their Indonesian translation were presented in table 1, as the following.

Table 1 Representative of English Demonstrative References and Their Indonesian Translation

Demonstrative	Data Number	Source Language (SL)	Target Language (TL)
This	1	This	<i>ini</i>
	2	This	<i>itu</i>
	3	this study	<i>penulis ø</i>
	4	this study	<i>hasil studi ø</i>
That	5	That	<i>itu</i>

These	6	These	<i>ini</i>
	7	These	<i>di atas</i>
Those	8	Those	<i>tersebut</i>
	9	those are	<i>yaitu</i>
	10	Those	<i>di atas</i>
	11	Those	<i>ini</i>
	12	Those	<i>orang tua</i>
	13	Those	<i>8 logo mobil perusahaan jepang itu</i>
The	14	the logo	<i>ø logo</i>
	15	the research methods	<i>metode penelitian ini</i>
	16	the political cartoon	<i>semua kartun politik</i>
	17	the jargons.	<i>jargon-jargon tersebut</i>
	18	the novel	<i>suatu novel</i>
	19	the signs	<i>mengaitkannya</i>
	20	The main character	<i>ia</i>
	21	the original	<i>versi asli</i>
	22	the study	<i>hasil dari penelitian ini</i>
	23	the methodologies	<i>metode analisa kekeliruan</i>
	24	the effect of global error to the audience	<i>jawaban dari permasalahan penelitian kedua</i>
Here	25	by here	<i>dengan ini</i>
Then	26	Then	<i>kemudian</i>

4. Discussion

Based on the analysis, it might be inferred that the demonstrative references in the thesis abstracts were translated successfully and naturally. Even though there were some changes needed, the translation given was already considered natural and convenient for the target

reader. In most of the findings, it was found that the referred item was remained unchanged and the cohesion of the text was maintained. From the findings, it might also be concluded that it was important for a translator to understand the content of the source text before translating it. It was important to avoid mistranslation and keep the intended message was remained the same.

As what have been proposed by Suryawinata (1989, cited in Budhianto and Fardhani 2010), there were five kinds of meaning, they were lexical, grammatical, socio-cultural, textual, and contextual meaning. In order to produce a good translation, a translator should analyze the source language carefully before translating it into the target language. And the concepts of all those kinds of meaning were already understood by the translators and they have applied it in translating the demonstrative references in their thesis abstracts.

There were several demonstratives which were translated into their dictionary meaning, such as *this*, *that*, *these*, *here*, and *then*. The first demonstrative was the one categorized as selective nominal demonstrative, which was *this*. In the thesis abstracts, the demonstrative *this* was mostly translated into its dictionary meaning—*ini*. It was the simplest choice in translating the demonstrative reference *this*. As long as the meaning was conveyed, then it was acceptable. Another option of translating the demonstrative was by making the implicit information in the source text became explicit in the target text. After all, the purpose of translation was to deliver the message intended by the source text author. Another demonstrative which was categorized as selective nominal demonstrative was *that*. In the finding, there was only one occurrence of this demonstrative. The translator decided to translate it into the meaning which was shown in dictionary or in other words its dictionary meaning.

The next kind of demonstrative was *these*. The researcher found 3 occurrences of this demonstrative. Basically, *these* was the plural form of the demonstrative *this* and used for referring to plural nouns. The dictionary

meaning of *these* was also the same as *this*. However, after collecting data and analyzing them, the researcher found that this demonstrative was able to be translated into several different ways. Sometimes, the translation of the demonstrative references was more explicit compared with those in the source text.

The next demonstrative was *those*. *Those* was basically the plural form of *that* and could be translated into the same way in which the demonstrative *that* was translated. In the findings, the researcher found that the translation of demonstrative *those* was the most diverse. In one text it was translated into phrase, in the others it was translated into noun and preposition. Since there was no specific rule on how to translate the demonstrative reference, as long as the translation was not altering the source text meaning, then it was acceptable.

The next demonstrative was definite article *the*. This kind of demonstrative was the most commonly found in the thesis abstracts. In the findings, the researcher found several ways of translating this demonstrative. Sometimes the demonstrative was not translated, but in the other findings it was translated into suffix and phrase. The translation of this demonstrative was also diverse according to the context in which the demonstrative appeared. Because there was no definite rule about how to translate the definite article, as long as the referred item was remained unchanged, any kinds of translation was allowed and acceptable.

The researcher only found one occurrence of this demonstrative, that was *here*. This kind of demonstrative was usually used when referring back to preceding text. In the finding, this demonstrative was used as the foreword of a concluding sentence. The way to translate this demonstrative might vary according to the context in which the demonstrative appeared. However, in the findings, the demonstrative *here* was translated into *ini*.

The last kind of demonstrative which was found by the researcher was *then*. This demonstrative was also used when referring back to preceding text. The demonstrative might be used to refer to a time in which an event occurred.

In the finding, the demonstrative *then* was used to refer to a situation which had already mentioned before. The translation of demonstrative *then* was *kemudian*.

5. Conclusion

After conducting research that was aimed to find the way of translating demonstrative references from English into Indonesian, the researcher came into these conclusions:

1. The translation of demonstrative references in Indonesian was mostly in the form of phrase or noun. It was because there was no specific rule on how to translate demonstrative references. Any kinds of translation were acceptable as long as the original meaning was not altered and the referred item was remained unchanged. After analyzing the findings, the researcher found that the cohesion of the text was maintained.
2. The translators have already understood the concept of meaning. Because in translating the demonstrative references, they tried to give the most natural and convenient translation for the target reader that matched with the context in which the demonstrative appeared. From 5 kinds of meaning proposed by Suryawinata, the translators had applied all of them and produce a translation which was considered natural for the target reader.
3. The factor that influenced the different use of demonstrative references in English and Indonesian was the systems of both languages that differed from one to another. In the findings, the researcher found that the demonstrative references were translated explicitly with several additions. This was because in Indonesian, sometimes it was necessary to specify the information in order to avoid misunderstanding. While in English, the structure of the language itself has helped to specify the information without giving additional information.

4. The best option to translate the demonstratives was varied between each demonstrative. From the findings, the researcher concluded that the best option to translate demonstrative *this* and *that* was by using their dictionary meaning. While for demonstrative *these*, *those*, *the*, *here*, and *then*, it was best to translate them according to the context in which they appeared.

The different way of translating English demonstrative reference into Indonesian was presumably due to the different language systems of English and Indonesian. However, after collecting the data and analyzing them, it was found that the Indonesian translation of English demonstrative reference was suitable with the context in which the demonstrative used. Generally, based on the findings, it may be assumed that the translators—in this case students of Faculty of Cultural Studies, Universitas Brawijaya—have already understood the concept of meaning and they succeeded in maintaining the cohesion of the text.

The results of this study show the way English demonstrative references being translated into Indonesian. Even though this research may not provide conclusive generalization about how English demonstrative reference is being translated into Indonesian, but hopefully this research could be used as reference to conduct further research about the translation of cohesive device.

References

- Ary, Donald, Jacobs, Lucy C., Sorensen, Chris, and Razavieh, Asghar. (2010). *Introduction to research in education eighth edition*. Canada: Wadsworth, Cengage Learning.
- Aziz, Jalal A. (2014). Errors Made by the Presenters of Thesis Proposal Seminar in Study Program of English Universitas Brawijaya. Unpublished thesis. Malang: Universitas Brawijaya.

- Budianto, Langgeng and Fardhani, Aan E. (2010). *A practical guide for translation skill*. Malang: UIN-Maliki Press.
- Candra, Riski A. (2014). A Study of The Use of Diglossia In The Main Character Dialogue of The Pursuit of Happiness Movie. Unpublished thesis. Malang: Universitas Brawijaya.
- Florescia, Erlissa. (2014). The Analysis of Conversational Implicature on TvOne's Kabar Bang One Animated Editorial Cartoons. Unpublished thesis. Malang: Universitas Brawijaya.
- Haikal, Fikri. (2014). Word Formation Processes in the Jargons Found in World Beatbox Community Website humanbeatbox.com. Unpublished thesis. Malang: Universitas Brawijaya.
- Halliday, Michael A. K. and Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Hartuti, Sri. (2014). A Psycholinguistic Study on Communication Impairment Found in the Character "Whitney" in Maverick Novel. Unpublished thesis. Malang: Universitas Brawijaya.
- Prasetyo, Denndy I. A. (2014). Code Mixing and Switching in the Opening Speech of Susilo Bambang Yudhoyono in the International Conference for Anti-Corruption Agencies. Unpublished thesis. Malang: Universitas Brawijaya.
- Rohmania, Dewi N. (2014). A Semiotic Analysis of Novel Covers of 'Diary of a Wimpy Vampire: because the undead have feelings too' by Tim Collins. Unpublished thesis. Malang: Universitas Brawijaya.
- Safalia, Fitria. (2014). A Semiotic Analysis of Political Cartoon of Iran Nuclear Program. Unpublished thesis. Malang: Universitas Brawijaya.
- Vijaya, Adioka P. (2014). The Semiotic Analysis of the Logos of Eight Japanese Car Companies in Indonesia. Unpublished thesis. Malang: Universitas Brawijaya.
- Wahyudi, Hajar. (2014). Morphological and Semantic Analysis on the Register Used by K-Popers in Allkpop.com. Unpublished thesis. Malang: Universitas Brawijaya.

Biodata of the researchers

SRI ENDAH TABIATI completed her elementary to upper secondary schools in Malang and obtained a bachelor degree in English Language Teaching (ELT) from Institute of Teacher Training and Education (IKIP Malang) in 1978 and she began her teaching career as an English instructor at Brawijaya University. In 1982 she was awarded AAUCS scholarship to take Graduate Diploma in TEFL in University of Sydney, Australia. In 1992 she went to UK to take Master Degree in Teaching English for Specific Purposes and obtained a degree of M.Ed in TESP from the University of Exeter..In 2015 earned Doctorate Degree in English Language Teaching from the State University of Malang..

IIS NUR RODLIYAH works as an English lecturer at the Study Program of English, Brawijaya University, Indonesia. She earned her Bachelor in English Education from the State University of Malang, Indonesia in 2000 and her Master in Education from the University of Technology Sydney, Australia in 2008

AJENG FAJRIANI NURASIETA received her Bachelor Degree in English Literature at Universitas Brawijaya, Malang – East Java in 2015. She has a keen interest in Translation. Becoming a professional translator was her childhood dream. While pursuing her degree, she had done an internship in Ministry of Foreign Affairs in Indonesia for 1 month, starting from August to September 2014.

GENDER INEQUALITY: IRF PATTERN IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

Risma Liyana Ulfa

*English Language Teaching Department IAIN Syekh Nurjati Cirebon
rismaliyanaulfa@gmail.com*

Abstract

Gender inequality is a sensitive issue to be discussed in the classroom because people think that it is included in 'past' perspective. However, inequality still becomes a matter when one of gender in the classroom is being discriminated and had less chance to speak their opinion. So, this research tries to reveal what is going on in the classroom by using IRF PATTERN (Coulthard, 1992). Thus, this research uses descriptive qualitative to find out teacher-student interaction and student-student interaction through observation and interview. The result shows that (1) IRF pattern of male teacher talk to male students such as elicit (43%), inform (14%), re-initiation 1 (14%), listing (14%) and reinforce (14%). While male teacher and female students (FS) have 5 of 8 patterns such as elicit (64%), inform (4%), direct (18%), re-initiation 1 (9%) and reinforce (5%); (2) Female students have 68% while male students have 32%. It is agreed by male teacher that he talked more to female than male because the amount of female students are more than male student. So, it happens not only because amount of female students but also the place where the person was arisen, sensitiveness, and person comfortable to speak.

Keywords: Gender, Inequality, IRF Pattern, Female Dominance

1. Introduction

This study was intended to highlight gender inequality in English as a foreign language classroom especially about teacher-student interaction and student-student interaction. Firstly, gender is a key component of identity and people can not avoid (Wardaugh, 2006). Secondly, the way we are speaking are associated with stances men and women in a given culture (Ochs, in Schiffrrin et al., 2001). In term of sociolinguistic area, people will see the relation of language and society works on this study especially in the classroom.

Gender means the role of men and women which can be shaped, made and constructed in the society (Ampera, 2012). The role of men are believed stronger in public are while women stay still in domestic area. It is supported by Scantlebury (2009) that gender bias occur when people create assumptions based on behaviors, abilities, or preferences even teacher say "they treat their students equally". Also, girl success in educational setting due to hardwork while men have nature in some subject areas such as mathematics and science. In English as a foreign

language classroom, gender consists of three parts that can be researched (Sunderland, 1992). First, the language itself. Second, materials such as English books, dictionary and so on. Third, learning processes which has teacher-learner interaction and learner-learner interaction.

Another interesting topic in this study is looking at how language-use in a classroom context which is influenced by multiple social contexts beyond and within the classroom (Rymes, 2008). It is called as Classroom Discourse Analysis. Here, Canada and Pringle (in Rashidi and Rafieerad, 2010) found that gender had a role to play in the interaction patterns between teachers and students in *mix-gender* classrooms where males express their opinion more than females do. According to Sinclair and Coulthard (in Mannysalo, 2008) interaction has its characteristic classroom interaction which consists of initiation, following by respond from pupils and feedback to the pupils from teacher. They modelled it as IRF-pattern. In addition, IRF Pattern has 8 patterns in it which consists of elicit, inform, direct, re-initiation 1, re-initiation 2, listing, reinforce and repeat (Coulthard, 1992).

2. Methods

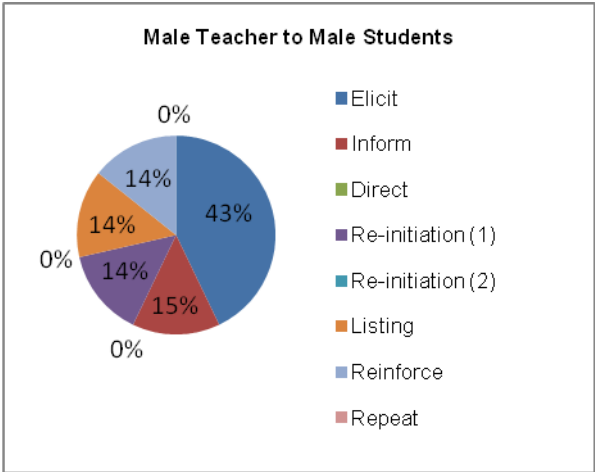
This study takes Listening and Speaking 4 course, consists of a male teacher and 39 students (mix-gender) in English Language Teaching Department, *IAIN Syekh Nurjati Cirebon*. Researcher has chosen it based on several reasons. First, the phenomena may happen there. Second, researcher needs a course which has much more interaction in the classroom. Third, there are more male student in that classroom. Furthermore, to obtain the result of this study, researcher used observation and interview for collecting data. Then, the data were triangulated (Cresswell, 2007).

3. Findings and Discussion

There are 12 male students and 27 female students who taught by a male teacher in Listening and Speaking 4 course. The investigation was generalized into three aspects: (1) teacher interaction to male students; (2) teacher interaction to female students, and (3) female dominance in English as a foreign language classroom. However, observation was used to reveal the irf pattern occur during teaching and learning process. Then, chart 1 shows the result of observation as follow:

From Chart 1, there are 5 patterns made by teacher interaction to male students such as elicit (43%), inform (15%), re-initiation 1 (14%), listing (14%), and reinforce (14%). However, male teacher had initiated to male students limitedly and some of male students are passive during teaching and learning process even teacher was giving them chance to speak and compete each other in minimal pairs game.

Chart 1: IRF Pattern Male Teacher to Male Students

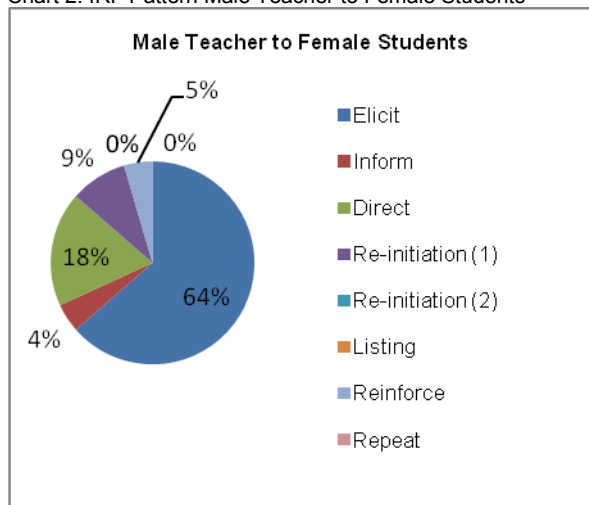


Here, one of example of an elicitation as one of pattern which found after the investigation. A male student labelled as MS₈ gave a statement to initiate the male teacher about minimal pairs exercise by saying *'the sentence is incorrect'*. Then, the male teacher responded it by accepting his student's answer and said *'incorrect'*. Few seconds later the male student elaborated his answer by saying *'the answer is land, the correct one is lend'*. In the end of the example, male teacher gave feedback by saying *'good'*.

- I The sentence is incorrect
- R Incorrect
- rep The answer is land, the correct one is
 lend
- F Good

Furthermore, the irf pattern which occur during interaction between male teacher and female students have different amount as can be seen from Chart 2. People can see that the result shows elicit (64%), inform (4%), direct (18%), reinitiation (9%), and reinforce (5%). However, even they made 5 patterns of 8 irf pattern. The different occur when female students have direct pattern while male students are not having this. Also, people can see that even reinforce and repeat occur in both Chart, the amount of interaction between male teacher and male students is bigger than females did.

Chart 2: IRF Pattern Male Teacher to Female Students



Actually, the topic on that day is finding minimal pairs. One of a question is *'it was a lonely track through the forest'*. Then, FS₁₁ tried to get point for her group by answering to the male teacher's question. Unfortunately, a male teacher asked to FS₁₁ 'Jadi gimana kalimatnya? (so, what is the sentence?)' because he did not get what the student meant. Then, FS₁₁ answered by saying the complete sentences what she meant to *'it was a lonely track true the forest'*. Furthermore, male teacher repeated what FS₁₁ said *'it was a lonely track true the forest'*, then he evaluated FS₁₁ responses 'Apa maksudnya? Kan saya bilang through (what is that mean? I said through)'. It indicates that FS₁₁ did not give correct answer.

- I Jadi gimana kalimatnya?
R It was a lonely track true the forest
F It was a lonely track true the forest.
 Apa maksudnya? Kan saya bilang
 through

Researcher saw during observation, FS₁₁ tried to be struggle in several questions which delivered by male teacher. She participated for several times even she was not giving up to give the correct answer. In this question, unfortunately she was mistaken for hearing the question. Then teacher repeated the correct one. Let us take a look to another example and it can be compared from this one:

I	FS ₃	Correct sentence
ch	M1.153	yang mana?
R	FS ₃	yang mister bilang through kan sama true bener
F	M1.154	Ya, that's a correct sentence tapi sebetulnya bukan throughnya ya tapi track truck. Tapi gapapa true dengan through itu memang mirip. True and through but it is a correct

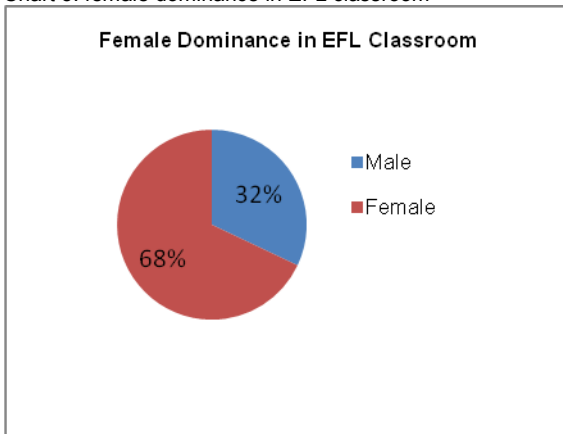
Meanwhile, another student discussed what the best answer for male teacher question in their own group. There was long silence between them until one of female student pursued FS₃ to answer the question. Finally, FS₃ raised her hand and said '*correct sentence*' and male teacher re-checked FS₃ answer 'yang mana? (*which one?*)'. Then student replied to the question 'yang mister bilang through kan sama true bener (*the one who said through and another one is true which means right*)'. So, teacher gave her a feedback 'Ya, that's a correct sentence tapi sebetulnya bukan throughnya ya tapi track truck. Tapi gapapa true dengan through itu memang mirip. True and through but it is a correct (*ya, that's a correct sentence but the correct minimal pairs is not between through ya but track truck. But it doesn't matter, true and through are similar. True and through but it is correct*)'.

From those two examples, researcher analyzes: first, when teacher talks to FS₁₁, he wants to motivate her in order to find another minimal pairs which teacher intends to. Second, when male teacher finally gives feedback to FS₃ because of his male students and female students are having difficulties to find out the correct minimal pairs. So, he decides it in order to avoid silence activity in the classroom.

In the interview session, researcher asked to male teacher, 'do you feel that you are talking to your students differently?' and he answered '*no, I never think, I never think to differentiate between them*'. He strongly denies such talk imbalances to students with different gender. It is similar to Spender '*even when the teachers are committed not doing so and they think they are distributing their attention equally, the tapes have proved otherwise*' (Sunderland, 1992). Because such imbalances Spender was complained by boys student because talk to girls all the time. In addition, when researcher asked another question to male teacher, "how you maintain your relationship to your students?". He answered that he encourage his students as a partner to learn, even sometimes he talked out of topic in the classroom but when outside the classroom, he acted professionally as a teacher for them where students have to respect him.

In the Chart 3, the investigation reveal female has more dominance in the classroom. It is about 68% while male students only gained 32%. Also, there are only 5 of 27 female students who participate in the discussion. While there are only 4 of 12 male students confidence to speak their opinion. In contrast, Hassakhah and Zamir (2013) researched 20 teacher and 500 students in Iranian context. Then, they got result that even teachers said that they treated students equally and gave the same chance to speak but ironically that teacher-student interactions were shown to be 'overwhelmingly' male dominated. In relation male dominance, Mannysalo (2008) also observed that male students much more with teacher during the lessons than the girls did. Besides that probably teacher let the male students dominate the interaction. She had stated that male students had 145 turns while female students had only 17 turns which some of them are active while another students were waiting to be called in order to speak.

Chart 3: female dominance in EFL classroom



Furthermore, researcher found 16 students who discussed with mix gendered during 6 observation. The irf patterns are difficult to be implemented in student-student interaction. Also, in the interview session female students and male students have different thought about gender. Some of them say, they different since the beginning such as intonation, gesture, the way they are thinking about something, solving problem. Then, an interesting one found when one of female student said that gender is affected by individual circumstances where he or she lived and people who they interact to. Meanwhile, male student argued that they comfortable to speak to same gender because males intimate is different from what girls did.

4. Conclusion

However, this study can not be generalized as the whole picture of 4th semester in English Language Teaching Department, *IAIN Syekh Nurjati Cirebon*. Accordingly, male teacher denied talk differently to student even in the learning process teacher has tendency mostly to female students in such way demonstrating, asking for describing people and initiating the talk. Meanwhile, student-student interaction is minimally happened during teaching and learning process because researcher only found 16 students who talk to different gender. One of student say, gender relates to individual circumstances where he or she lived or people who they interact to. Then, male students are comfortable to speak to same gender. Also, in English as a foreign language classroom especially in this study, female lead the dominance in the classroom though the interaction between male teacher and male students had lead in listing and reinforce pattern.

References

- Ampera, D. (2012). Kajian Kesetaraan Gender dalam Pendidikan di Sekolah Dasar Mitra PPL PGSD. *Jurnal Tabularasa PPS UNIMED*, vol. 9, 2, 229-246.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design 2nd Ed.* USA: Sage Publication Inc.
- Hassakhah, J. & Zamir, S. R. (2013). Gendered Teacher-Student Interactions in English Language Classrooms: A Case of Iranian College Context. *SAGE open*, July-September, 1-11.
- Kendall, S. & Tannen, D. (2001). Discourse and Gender. In Schiffrin, D, Tannen, D and Hamilton, E Heidi. *The Handbook of Discourse Analysis*. (pp. 548-567). Oxford: Blackwell Publishers Ltd.
- Männynsalo, A. (2008). *Gender in the EFL Classroom: Differences in the teacher's reactions to boys' and girl's responses*. Unpublished Dissertation Thesis. Texas: University of Houston.
- Rashidi, N. & Rafieerad, M. (2010). Analyzing Patterns of Classroom Interaction in EFL Classrooms in Iran. *The Journal of Asia TEFL*, vol 7/3, 93-120.
- Rymes, B. (2008). *Classroom Discourse Analysis: A Tool for Critical Reflection*. Cresskill, NJ: Hampton Press.
- Scantlebury, K. (2009). *Gender Bias in Teaching*. (Online), (<http://education.com/reference/article/gender-bias-in-teaching/>, retrieved on June 24th 2015).
- Sinclair, J. & Coulthard, M. (1992). Towards an Analysis of Discourse. In Coulthard, M. *Advances in Spoken Discourse Analysis*. (pp. 1-34). London and New York: Routledge.
- Sunderland, J. (1992). Gender in the EFL classroom. *ELT Journal*, volume 46/1, 81-91, Oxford University Press.
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics (5th ed.)*. UK: Blackwell Publishing Ltd.

Biodata

Risma Liyana Ulfa was born on April 14th 1993, Jakarta. She lives with her parents in Perumahan Bumi Asri Dawuan Blok A10 No. 22 RT/RW 03/07 Desa Dawuan Kecamatan Tengah Tani Kabupaten Cirebon – Jawa Barat 45153. She takes English Language Education at IAIN Syekh Nurjati Cirebon till 2015.

Vulgarity In *Song of Solomon* by Toni Morrison

Diana Budi Darma

*English Department, Faculty of Language and Art
State University of Surabaya
dianabd9@gmail.com*

Abstract

Vulgarity has two interpretations in *Song of Solomon* by Toni Morrison, which are stereotyped and interpretative meanings. First intention is to reveal partial elements that emphasize bare events in the plot and the latter to reinforce other meaningful interpretations that refer to these events. Producing both types of meaning in Morrison's work require Hermeneutic theory because of its popularity in new criticism and introducing aesthetic element in literary works. It works in flexibility in building meanings and explains through intrinsic and extrinsic elements. Finally, the elaboration was using qualitative method in its analysis process. After they are analyzed, an additional result was conveyed, which resulted in beyond historical events.

Key words: Vulgarity, Interpretation, Partial, Unification, Hermeneutic

1. Introduction

Vulgarity is a term that evolved since it cultivated in its meaning. Its history started from human being existed and grew to build meanings such as obscene, taboo, transgressions and vulgar. Presently, social product such as vulgarity is whole way of life which is a part of society's growth (Oswell, 2006: 4). Based on this perception, people do not isolate it but to understand it comprehensively.

Toni Morrison was popular in 1950s and an icon of American African female writer. She has taken her ideas from her own environment and imprinted its characteristics. One of its characteristic was feminine mystique. It represented womanhood in the society on obscene or transgression realities. Consequently, facts that embedded among suppression, traumatism and superiority are noteworthy issues.

The type of description of womanhood in *Song of Solomon* is interpreted on partial understanding or stereotyped state. Women characters are exposed in details and explained under cultural element. On the other hand, conflicts of womanhood emerge principally through Pilate as the center character. This fabricates in the plot and develops other important information, especially vulgarity. Therefore, to achieve interpretation that consist of constructive meanings both approaches must be applied, which are partial and unity essentials.

2. Methods

To be able to analyze the data, this study uses hermeneutics theory. Hermeneutics is “...originally confined to the interpretation of sacred scripture; but during the nineteenth century it broadened its scope to encompass the problem of textual interpretation as a whole” (Eagleton, 1998). It associates with literary text to produce meaning that spreads all around the world and produce eloquent interpretations for readers. Thus, a text is given a probability to be flexible and understandable for other purposes.

Understanding the interpretation as conveying meanings has situated context as its priority approach in a text. The combination of stereotyped reality, which is a partial interpretation, is able to go beyond the previous meaning. The unification of a text enriches its reader with former understanding and absorbs other information for the interpretation. Therefore, Morrison’s novel has not only introduced black womanhood but also the basic characteristic of the environment.

3. Literature Review

3.1 Vulgarity

African American people are established since slavery was part of the United States of Americas history. African and African American culture are defined into a term that is generally heard by the term Black Community. Beside their physical appearance and verbal communication are earthy, traditional heritages are still uphold. Nevertheless, Morrison stated that “...the incorporation of folklore into literatures where the oral and written forms are so intimately intertwined historically, as in African American Culture (1993: 9)”.

Suppressions and traumatic are substantial matters in the history of Black Community. They are established through cultural and written works in Black literature. Notably, racism and discrimination are featured and significant, which are obviously captured in criticisms. Topics are analyzed with these notions as supportive materials and become contemporary issues. Therefore, establishment of Black Literature is characterized on bare and obvious interpretation and understanding.

Unconsciously, vulgarity is inseparable with woman movement and Black community. Since 15th century, womanhood has been isolated from the society to preserve social values. Delivering opinions are considered an obscene act in the era of Jane Austen. After 1950s, changes had occurred because of protecting human rights especially women rights. This trend gave opportunity to produce various ideas. Recently, vulgarity is able to be a topic with reasonable interpretations.

Song of Solomon is a novel that consists of obscene events that embodies black womanhood. Superior and inferior components were

important topics as of women characters were being undermine. This combination is rejoined in an idea that was determined by Daniels "...vulgarity is one of the means by which pretension may be punctured, and men of power, position, and authority brought back to confront their own fundamental equality with other humans" (Daniels, 2009).

Hermeneutic approaches a vulgar matter based on understanding (Zsondi, 1995). He elaborates that to interpret a text understanding historical events are needed. History engaged with identity and creative process of an interpreted text. This has ventured from a historical trace that former interpretation was a sacred process creating meanings that endorsed aesthetic quality and presently, shifted into rational purposes.

Idea is the main concern of Hermeneutic and other approaches. Humes explained ideas through a theory named Perception and stated as "Perceptions include sensations, passions and emotions" (Brown, 2004). Vulgarity that took part naturally in Morrison novel became an idea and precept worldly wide.

4. Findings and Discussion

Pilate who is Milkmaid's aunt was described as "...she was odd, murky, and worst of all, unkempt. A regular source of embarrassment (Morrison: 1977)". She continued to procreate her character by relating to other elements in the plot. Extensively, Macon Dead as the main character lead her into one of his main conflict. This situation portrays black community and emphasized on its delicate womanhood.

Her representation of African American community elaborated facets of history and expectations in this environment. Subtle state and discrimination were obscene in its events, which created friction between man and woman in Black Community. Consistently, conflicts occurred and constructed a broaden comprehensive of a marginal reality. Thus, Pilate was a symbolic character that included history of stereotyped female and forthcoming ideas.

Analyzing Black womanhood, there were three main concerns in elaborating Morrison's creative process. Physical appearance was a common value that directly exposed vivid expression on ones corporeal condition. Second deeds were apparently traits that also achieved through basic values in humanity. The last problem was social issues. Exploring issues in fix concept was functioned frequently as a contemporary approach.

First interest had already been introduced by particularizing her physical appearance. She was a member of Dead's family who resembled as an unwanted child and Morrison overstated her with owning no navel compressed her mind by the color of her lips "Her lips were darker than her skin, wine-stained, blueberry-dyed, so her face had a cosmetic look—as thought she had applied a very dark lipstick neatly

and blotted away its shine on a scrap of newspaper” (Morrison, 1977: 30) Bare and obscene pictures of her enhanced a downbeat meaning of womanhood.

Comparable depiction was her behavior. Discourteous attitude, which Pilate performed in her daily live, was illustrated in “Pilate spit her twig into the palm of her hand” (Morrison, 1977: 48). This act straightforwardly implied impolite attitude. She was believed to have no politeness, which apparently a common act. Thus, an altitude that rendered to each human being was acknowledged of courtesy with boulder less value.

A conversation between Milkman and Pilate occurred “Pilate laughed. “You all must be the dumbest unhung Negroes on earth. What they telling you in them schools? You say ‘Hi’ to pigs and sheep when you want ‘em to move. When you tell a human being ‘Hi,’ he ought to get up and knock you down.” (Morrison, 1977: 37). She has altered the word ‘pig’. This diction was intended to curse and build continuously an undesirable atmosphere.

Traditional perspective was various around the world. African American culture was customary of people understanding of Black environment and one of its characteristic was explicit expressions. Daring attributes and attitudes were normal in their daily life “...Pilate knows. It’s in that dumb-ass box hanging from her ear. Her own name and everybody else’s. Bet mine’s in there too. I’m gonna ask her what my name is. Say, you know how my old man’s daddy got his name?” (Morrison, 1977:89)

This accustom was far known as marginal ideas and likewise to be ‘negative’ philosophies. Many vulgar representations were directly discussed and concluded in ordinary reactions because of its history. Furthermore, pessimistic reactions toward black women were determined. A creature of beyond discrimination and this was said by Spencer that “White women were traditionally portrayed as delicate, in need of protection and unsuited for hard labor, whereas black women were presented as quite different beings.” (2006:108).

On the other hand, ideas were not partial acknowledgement but a unity and comprehensive understandings. Pilate was previously described as an undesirable character and member of a marginalized black community. Identity that was represented by her was resembled of discrimination and emphasized on her traumatized experience. Natural quality of humanity not only connotes of discrimination but also informed differences based on inborn property.

A defensive act occurred when Pilate was provoked “...she whipped her right arm around his neck and positioned the knife at the edge of his heart. She waited until the man felt the knife point before she jabbed it skillfully, about a quarter of an inch through his shirt in the skin. Still holding his neck, so he couldn’t see but could feel the blood making his

shirt sticky, she talked to him. (Morrison, 1977: 93). It was harsh and violent deed but also brave and firm on certain condition.

At the same time, she was able to "Singing now, her face would be a mask; all emotion and passion would have left her features and entered her voice." (Morrison, 1977: 29). Contemplation was done and sophisticated understanding was essential not only partial interpretation but more of an extensive overview of the idea. Conducting interpretations that subdued unification was just rendering to partial information.

Uneducated and eccentric were traits that contrasted with its contextual fact because of modernity and traditional environments. Opposite domains were continuously developing and emerged other subtopics about black womanhood. Other women characters such as Reba and Hagar evolved align with Pilate's identity, which basically was taken from their bloodline. Similarity, that build their interaction was united through music "Her powerful contralto, Reba's piercing Soparno in counterpoint, and the soft voice of the girl, Hagar.." (Morrison, 1977: 29)

Obtaining an integration of meanings was likely to collapse if ones point of view was measured on a certain cultural perspective. Traumatic experiences were not discussed only in African American environment but also probability of beyond understanding cultural values that produced controversial realities. Morrison would explain through "revising myths is about stripping myths down to find new ways of interrogating them." (Walter, 2004:100)

Ruth as Milman's mother was a fragile and obedience character. She met Macon Dead and got married without being blessed of her father. As a mother she was a traditional believer and delivered her baby naturally because she prefer not held by doctors "Ruth wouldn't go to any other doctor" (Morrison, 1977: 71). Eventually, this similar case was found all around the world. Therefore, what Ruth chose presently becomes preferable.

Another example was preserved character. It was done because of dignity not as an obligation. England and Indonesia were countries that this character was commonly acknowledge and being subtle had become of pride itself such as "Ruth was a pale but complicated woman given deviousness and ultra-fine manners. She seemed to know a lot and understand very little. It was an interesting train of thought, and new for him. Never had he thought of his mother as a person, a separated individual, with a life apart from allowing or interfering with his own" (Morrison, 1977: 75)

Pilate and Reba were mothers of two generations. They were women abandoned by their partner and being acquaintance with different men. Romance was not a lucky affair because of cultural and education impacts. Meanwhile, what was an identical is "Milkman used to wonder at her specificity and her acquisitiveness until he reminded himself that Pilate and Reba celebrated no holidays. Yet their generosity was so

wholehearted it looked like carelessness..." (Morrison, 1977: 90). They were sensitive about their surroundings and aided other people.

Last but not least, Hagar was Milkman's lover. She was also similar with her grandmother and mother but she adopted the value system of the white mainstream culture. In her grandmother's generation, her behavior "And Hagar...well, she was just fine, but still, she wasn't regular. She had some queer ways. But at least they were fun and not full of secrets" (Morrison, 1977: 76) was scandalous but in a modern reality, it is acceptable.

5. Conclusion

Vulgarity was a concept that was revealed through interpretation of literary works. Meaning that was produced initially concerns of partial facts on womanhood and moreover, elaborated under Feminism. Other meanings were unacceptable or caused controversial opinions. Hermeneutic tends to analyze a text on unity ground. History and creative process were exposed and gratitude in its course. Therefore, perspectives are not resulted in narrow interpretation but broaden its meanings to other purposes.

References

- Brown, S. (2004). *Bristis of Philosophy and Age of Enlightenment*. New York: Routledge.
- Daniels, A. (2009, May). *Bollocks to Vulgarity*. *The New Criterion*, p. 76.
- Eagleton, T. (1998). *Literary Theory An Introductiion*. Minneapolis: Blackwell Publisher.
- Morrison, T. (1977). *Song of Solomon*. London: Picador.
- Morrison, T. (1993). *Fiction and Folklore*. Knoxville: The University of Tennessee Press.
- Oswell, D. (2006). *Culture and Society*. London: Sage Publication Ltd.
- Spencer, S. (2006). *Race and Ethnicity: Culture, Identity and Representation*. New York: Routledge.
- Walters, T. L. (2007). *African American Literature and the Classicist Tradition Black Women Writers from Wheatley to Morrison*. New York: Palgrave.
- Zsondi, P. (1995). *Introduction to Hermeneutics*. Melbourne: Cambridge University Press.

Nuwun Sewu: Does It Express Politeness in Javanese Context?

Djoko Susanto

Universitas Islam Negeri Maulana Malik Ibrahim Malang

Abstract

This paper explores the meaning of Javanese apology 'nuwun sèwu' used by the Javanese people. The data is taken from the naturally occurring conversations in the religious context of *musyawarah* (Islamic religious meetings) conducted in some mosques in Malang, East Java. The Musyawarah is chosen as the research site because this provides rich nature of the linguistic interchanges, and clearly delimited cultural context. To help analyse the data, politeness theories (Brown & Levinson, 1987); Scollon & Scollon, 2001) are employed. The findings reveal that the Javanese apology *nuwun sèwu* was used by the participants to serve situational and metaphorical meanings. From the situational perspective, there was one example in which the Javanese apology *nuwun sèwu* was employed to express politeness, when the Javanese apology *nuwun sèwu* was also used by participants because they were speaking to an interlocutor of higher social status, or following Myers- Scotton (1993), the Javanese apology *nuwun sèwu* in this context represented an unmarked marker. From the metaphorical perspective, however, the Javanese apology *nuwun sèwu* was used to serve the speaker's intention (or marker marker (Myers- Scotton, 1993). In terms of its metaphorical meanings, *nuwun sèwu* was used mainly to interrupt conversations. In addition, *nuwun sèwu* may connote that the speaker requested the interlocutors to pay more attention when it is used in the initial position.

Keywords: 'Nuwun sèwu', *Politeness Theory*, *Situational Meaning*, *Metaphorical Meaning*

1. Introduction

Language is used to convey a message. Under a particular culture, the speaker should consider a specific manner to express the language. In western culture, people usually express their language straightforward. This is not because the speaker is impolite, rather this is the common way people should communicate. In Asian countries, however, people should consider how to express the language. In

Javanese culture, for example, a speaker should consider their interlocutor whom they are speaking to. When they are communicating with older people, they should normally use '*nuwun sèwu*' (excuse me) at the beginning of utterance. The speaker is aware that this is the right way of expressing the language; otherwise, they may be regarded impolite. This is the norm. Since '*nuwun sèwu*' can be used in various contexts, the meaning of which is sometimes multi-interpretative. The question is then whether '*nuwun sèwu*' is always used to express politeness or carry another meaning. This paper examines the use of the Javanese apology *nuwun sèwu* when employed at the beginning utterance. The analysis will further be extended to see whether the term is consistently used as a marker of expressing a polite statement or brings other meanings.

Naturally occurring conversations from a group of people doing religious meeting are collected to answer this question. The participants have diverse social backgrounds in terms of their education, wealth, age, and social status. To get some views of apology, it is first necessary to discuss studies and related references which have been used to describe the case, and more importantly to understand the meaning and remedial concepts of apology.

2. Theoretical Underpinnings

Under the influence of Goffman's (1971:139) concept of remedial work, apology has been viewed not solely as an expression of a speaker's emotion, but also as an act that remedies an offence and restores social equilibrium and harmony. Apology is accomplished through the following strategies (Cohen, Olshtain & Rosenstein, 1986):

1. an expression of apology,
2. an explanation or account of the situation,
3. an acknowledgement of responsibility,
4. an offer of repair, and
5. a promise of forbearance.

Cohen et al. (1986) require that all five conditions must be met. However, as we shall see, less comprehensive apologies are also possible. The use of apology has been examined by a number of researchers across different cultures and traditions (e.g. Meyerhoff, 1999; Ide, 1998; Sugimoto, 1998; Obeng, 1999; Okumura & Wei, 2000; Zhang, 2001; Kramer – Moore & Moore, 2003; Suszczyńska, 2005). However,

very little attention is paid to examine the use of apology in Javanese context.

Zhang (2001), for example, examines an “apology controversy” from two different countries: America and China. Zhang’s study was based on the official statements provided by two countries in relation to an aircraft accident involving a US military surveillance plane and a Chinese fighter plane that occurred in early 2001 of Hainan Island, China. The Chinese government considered that the accident took place because US plane had entered Chinese airspace, causing a collision, and then landed on Hainan Island before obtaining permission from the Chinese government. This accident had resulted in the death of a Chinese pilot. The Chinese government requested a formal apology from the US government. However, the US government refused this demand. Instead of expressing a formal apology, the US government used the words “very sorry” in a statement about the incident, as they believed that the US plane only landed without verbal clearance. However, according to Chinese tradition appropriate to this particular case, saying “sorry” was a “null apology”, implying that it was meaningless for the Chinese. Zhang (2001) argues that this is because in the Chinese language there are six different levels of apology : (1) sorry, (2) be sorry; feel apologetic, regret, (3) apologise (assuming responsibility), (4) apologise; make an apology (assuming responsibility), (5) apologise; offer an apology (for inappropriate behaviour or mannerism), and (6) admit one’s error and ask for punishment; humbly apologise. What China actually demanded from the US was actually not the highest form of apology, but a statement assuming responsibility. Conversely, the polls reported in the US media showed that the majority of American people thought that the US should not apologise. This conflict continued for eleven days before finally China released the US crew after exchanging draft letters of agreement. “The US forcing China to accept the letter of regret in lieu of a letter of apology raised an ethical question concerning language use beyond political losses and gains” (Zhang, 2001:384).

Suszczyńska (2005) examined the forms and functions of Hungarian apology routine formulae (RF) used by Hungarian adults in Written Discourse Completion Test. She also drew on the politeness framework proposed by Brown and Levinson (1987) to analyse the data. Two main types of apology RF were identified, that is, *ne haragudj* ‘don’t be angry’ and *elnézést* ‘Excuse me’. These occurrences are influenced by such factors as the offence type and its severity, the social role of the

interlocutor, and the offender's gender. These RF serve complementary communicative functions of restoring harmony in familiar vs. Unfamiliar settings. *Ne haragudj* is mostly used to remedy infractions with social equals and indicates involvement with the offended party. *Elnézést*, however, is employed to restore breaches with strangers in unequals and indicates distance between interactional partners. Suszczyńska (2005) concludes that from the politeness concept perspective (Brown & Levinson, 1987), the use of *ne haragudj* can be classified as positive politeness, while *elnézést* is classified as negative politeness.

3. Findings and Discussion

As can be seen from Table 1, *nuwun sèwu* was used to serve seven functions:

1. to invite an *imam* to speak,
2. to minimise disappointment,
3. to interrupt a conversation,
4. to criticise,
5. to instruct,
6. to clarify, and
7. to make a decision.

Table 1: Distribution of Javenese *nuwun sèwu* and its meanings

No	Metaphorical/Situational meanings	Position					Total
		A	B	C	D	E	
1	To invite an <i>imam</i> to speak					1	1
2	To minimise disappointment				1		
3	To interrupt a conversation	1					1
4	To criticise			1			1
5	To instruct	1					1
6	To clarify			2			1
7	To make a decision		1				1
	Total	2	1	3	1	1	8

Note : A = initial position within an episode of utterances, B = before if clause, C = before noun clause, and D = before adverb of time, and E = after the Arabic phrase *amal sholih*.

3.1 To Invite an Imam to Speak

The Javanese apology **nuwun sèwu** was used to invite a participant of higher social status, such as an imam to speak, as illustrated in example (1) expressed by Mi'at when performing his duty as a moderator at a group level musyawarah. Mi'at first invited the participants of the musyawarah to propose their issues for discussion. Mi'at began his statement in Indonesian but then switched to Javanese **nuwun sèwu** when inviting Rohani, an imam, to propose his topic.

- (1) Mi'at Untuk membuka permasalahan baru, kami awali dari kanan saya. Mas Yanto mungkin *wonten monggo*.
 “To discuss new materials, let me start by inviting participants to my right. Brother Yanto **may have something to say please**.

Yanto Amal sholih.
 Good deeds’.

Mi'at Amal sholih, **nuwun sèwu** Pak Rohani ada usulan?
 ‘Good deeds. *Excuse me* Mr. Rohani do you have something to propose?’

(Meeting 2/Episode 3/ Extract 25)

The Javanese apology **nuwun sèwu** was used by Mi'at because he was addressing his invitation to a person of higher social status. Mi'at wanted to show respect to Rohani. From Myers-Scotton's (1993) perspective, Mi'at employed an “unmarked CS marker”, implying that the reason for him to switch was the situational factor related to his interlocutor, Rohani, the group level *imam*.

3.2 To Minimise Dissappointment

Nuwun sèwu was also used to indicate that the speaker wanted to minimise disappointment, as indicated in example (2). The topic of discussion in this example was finding a way to obtain financial support to help a number of participants to purchase a house. One of the participants in the *musyawarah* proposed to borrow money from the central level organising teams. However, Mashuri, the regional level *imam*, explained that it was not easy at this time to borrow money from the central level. In explaining this, Mashuri stated in Indonesian: “Untuk

ke pusat [...]” but then switched to Javanese *krama*: “[...] kala *wingi* kula nggih [...]” after using *nuwun sèwu*. The use of *nuwun sèwu* by Mashuri in this case signals that the information that followed might disappoint a number of participants who expected to receive a loan from the central level organising team.

(2) Adi Itu wacana tambahan ya. Jadi apa perlu diputuskan sekarang juga? Saya langsung kembalikan pada Pak Yai, **dos pundi?**

‘That is additional information, isn’t it? Do we need to [ask Mashuri] to make decision now? I’ll directly pass this on to Mr. Yai, **what do you think?**’

Mashuri Untuk ke pusat, ***nuwun sèwu***, kala *wingi* kula nggih menghadap *wakil sekawan*. Ini hari-hari ini untuk peminjaman kepada pribadi, juga peminjaman apa itu tadi ya kaplingan ini masih agak tertunda, karena untuk nebus Jamus, [...] **ngaten**.

‘To borrow money from the central level, **excuse me**, *yesterday* I spoke to the **fourth vice imam**. At the moment, it is hard to borrow money for private purposes, including for buying [individual] property because the money [in the central level] is being spent on purchasing motorcycles, [...] **like that**’.

(Meeting 3/Episode 14/Extracts 85-86)

A strategy employed by Mashuri to reduce their disappointment was using Javanese **krama** when explaining the situation. Although he used only a few words of Javanese **krama**, this could help in creating a positive atmosphere among the participants. Mashuri’s decision to use Javanese **krama** in this case indicates that he was egalitarian, because, following Scollon & Scollon (2001), as the regional level *imam* he could simply have used Javanese *ngoko* or Indonesian.

3.3 To Interrupt a Conversation

Nuwun sèwu was also used to interrupt a conversation, as seen in example (3). The conversation in (3) related to a topic about amal sholih ‘good deed’ to undertake work around the village-level mosque. Siro, one of the participants who contributed ideas, suggested using a number of bags of left-over cement which belonged to the regional level. What they needed to do was to ask for permission from the regional level *imam* to

use bags of cement. Siro believed that the regional level *imam* would allow them to use the cement, because if this cement was not used promptly it would harden and be useless. Rohani, the group level *imam*, who was responsible for this project, was pleased to hear Siro's suggestion and expressed his thanks: "**Nggih**, alhamdulillah jazahumullohukhoiro". However, Mi'at interrupted the conversation" "**Nuwun sèwu** [...]" before Rohani finished his statement:

- (3) Siro Nggih tambahan **sekedhik** *niku* tukang daerah **kala wingi** kan err sampun nyekapi [...] Sisa semen banyak dikhawatirkan pada *atos* **saged** digunakan insya Allah sementara gitu.
 'Yes, [I have a little] additional information that the worker who did the regional level mosque *yesterday* **has finished** [...] [and] there are a number of sacks of cement left that **could** be used promptly if God is willing, otherwise they will become hard and useless'.
- Mi'at **Nggih** nanti ijinnya?
 'Yes, [who will ask for] permission?'
- Siro **Nggih** ijin mengke **ten** daerah. Alhamdulillah jazahumullahu khoiro.
 'Yes, [we have to ask for] permission **from** the regional level later. All praises and thanks be to God, and May God bless your goodness.'
- Mi'at **Nuwun sèwu** sifatnya sodaqoh atau dipinjami sementara?
 '**Excuse me**, is that a gift or a loan?'

(Meeting 2/Episode 4/Extract 57)

Mi'at used **nuwun sèwu** in this instance because he was aware that he was interrupting Rohani. Mi'at purpose in interrupting was to ask Siro whether the members of the *musyawarah* needed permission to use the cement. Mi'at employed positive politeness to preserve Rohani's face and to maintain harmonious relationships (Brown & Levinson, 1987).

3.4 To Criticize

This study found that **nuwun sèwu** was also used to make a criticism, as shown in example (4). This example was an utterance by

Junaidi, a 37 year old Sundanese preacher in relation to a number of participants who were often absent from the recitation activities. Although Javanese was his second language, Junaidi had a good Javanese proficiency because he had been living in Malang for many years. This issue prompted Junaidi to directly criticise the participants: “[...] karena [...] **nggih menawi wonten** *sing* [...]” after using **nuwun sèwu** :

- (4) Junaidi [Alasan] yang keduanya karena ditetapkan di desa Cibuni ini pengajian asrama dan untuk selanjutnya kalau nanti tidak ada perubahan karena ini **nuwun sèwu nggih menawi ènten** *sing* tersinggung ya saya mohon maaf sebelumnya, karena dari teman kita dari Klojen dan dari Mergosono ini memang ya sering NGGAK datang.
 ‘The second [reason] why [why the recitation] is held in Cibuni from now on is because, **excuse me, if there is anyone** *who* feels offended I am sorry advance, because our friend from Klojen and from Mergosono are often absent.’

(Meeting 4/Episode 15 /Extract 131)

From Junaidi’s point of view, the metaphorical meaning of **nuwun sèwu** was to mitigate his criticism, so that **nuwun sèwu** expressed his negative politeness (Brown & Levinson, 1987). However, Junaidi’s criticism would have been sharper had he not used **nuwun sèwu**. Brown & Levinson (1987) label this type situation as bald-on-record. From the interlocutor’s point of view, the employment **nuwun sèwu** signalled that the speaker was about to criticise. Moreover, part of Junaidi’s statements included the phrase: “[...] kalau ada yang tersinggung [...]” ‘[...]’ if there is anyone who feels offended [...]”, which indicated that Junaidi was deliberately criticising the participants, although he did not directly mention their names. Azun, another preacher who did not attend the meeting, confirmed this view. When asked the reason why he used **nuwun sèwu**, he replied that:

- (5) Azun [...] **nuwun sèwu** [...] bisa digunakan untuk menyampaikan ketidaksetujuan kita dengan forum. *Coro dikeplak* itu sudah tidak ada masalah, *dilungguhi sirahe niku, kayak-kayak diijinilah*. Jadi dengan istilah **nuwun sèwu** itu saya merasa bahwa mereka (pendengar) secara otomatis memberikan ijin kepada kami untuk melakukan counter argument.
 ‘[...] **nuwun sèwu** can be used to express our

disagreement with the forum. [With **nuwun sèwu**],it is as if we are given permission to *slap or sit on someone's head* (i.e. to criticise). So, with **nuwun sèwu** I feel that the interlocutors automatically permit me to make a counter argument.'

(Interview

13/ Answer 16)

3.5 To Instruct

There were also instances in which the participant used **nuwun sèwu** to express egalitarianism, as illustrated in example (6), an extract of a conversation between Mashuri and Adi concerning a housing advertisement (iklan perumahan). Mashuri had appointed Adi as a moderator in this *musyawarah*. Adi was of lower status than Mashuri:

- (6) Mashuri Tambahan Pak Adi, **nuwun sèwu**.
'Mr. Adi, I have additional information, **excuse me**.'
- Adi Tambahan **nggih**.
'An addition **yes**.'
- Mashuri **Nuwun sèwu mbok menawi saget mengke dipun beto** Pak Adi **kalih** Pak Siro **ten** Suroboyo [...]
'So, **excuse me, if it is possible** Mr. Adi and Mr. Siro **can bring** [the advertising materials] **later to** Surabaya[...]

(Meeting 3/ Episode 14 /Extract 78-80)

In this instance, Mashuri used **nuwun sèwu** twice. In the first instance, it was used by Mashuri to interrupt the conversation. The second use, however was as a CS marker when Adi and Siro were instructed to inform the property for sale at the meeting in Surabaya. Mashuri's decision to use **nuwun sèwu** raised a critical question because, according to the hierarchical politeness system (Scollon & Scollon, 2001), as an **imam**, Mashuri should not use Javanese **krama**, including **nuwun sèwu**, to Adi because Mashuri was the person of the highest social and hierarchical position in the meeting. Mashuri could

have used Javanese *ngoko*. One reason why Mashuri used **nuwun sèwu** to Adi was showing that he was 'egalitarian'. In Javanese terms, Mashuri was showing *andhap asor* (self-deprecation or humility). When used by people of higher status like Mashuri in this context, this meant that he was reluctant to emphasise his position or rank (Sadtono, 1972).

3.6 To Clarify a Statement

The Javanese **nuwun sèwu** was also used by a participant to clarify or verify the financial condition of a business (7). This example was produced by Damari who was group level *imam*, but in this *musyawarah* he was appointed by the village level *imam*, Bari, to act as a moderator. The members of IIDA in Cibuni village level had appointed Toha over the last two years as the manager of this business. The ultimate purpose of this meeting was to evaluate how well the business was doing, which included checking how much profit had been earned. Toha was given an opportunity to report on his work and responsibilities during the two years of his leadership. The participants of this *musyawarah*, however, considered that there were a number of problematic issues. One of these issues concerned the profits of the business, as Damari asked in example (7). Damari asked this question to clarify or verify whether the profits of the business had been distributed to the stakeholders, because until then he had not heard any information regarding the distribution of profits. To clarify the issue, Damari initiated his question by: "**nggih, nuwun sèwu nggih** [...]" which expressed his humility:

- (7) Damari **Nggih, nuwun sèwu nggih**, ini tadi empat juta dua ratus sudah dibagi apa belum keuntungan ini?
 '**Yes, excuse me, yes** here there is four million and two hundred thousand rupiah. Have you distributed the profits?'

(Meeting 4 / Episode 7 / Extract 40)

In this context **nuwun sèwu** was used as a signal of negative politeness (Brown & Levinson, 1987), that is, it was used to minimise the imposition of speech acts which were potentially threatening towards Toha's status, since asking detailed questions might look like an interrogation. Toha might think that **nuwun sèwu** was used as a signal that Damari would ask detail questions regarding Toha's responsibility in managing the business.

3.7 To Make a Decision

Another function of using **nuwun sèwu** was to make a decision, as indicated in example (8). Rohani was speaking about the importance of installing more sound systems for the female Koranic recitation, remembering that there were always several mothers who had to stay outside the mosque due to their menstruation cycle. Thus, more loudspeakers were needed, so that the mothers who could not enter the mosque were still enable to follow the program of recitation. Rohani promptly responded to this issue and made a decision without asking for the participants' ideas.

- (8) Rohani Langsung mawon **nuwun sèwu** Mas Eko andaikata empat ini yang dua diparuh ke sebelah itu ya bisa bisa yah?
'Just get to the point, **excuse me**, brother Eko do you think it will still works well if we take two of these four sound systems to put over there?'

(Meeting

2 / Episode 10 /Extract 126)

In taking this action, however, Rohani employed positive politeness (Brown & Levinson, 1987) by using **nuwun sèwu**. According to the hierarchical politeness concepts (Scollon & Scollon, 2001), it would not violate the communication system if Rohani did not use **nuwun sèwu** because he was as an *imam*. The use of **nuwun sèwu** in this case was to express his egalitarianism. This humble attitude provided a good example for the participants of how to maintain *andhap asor* 'consider oneself in a lower position'. What had been performed by Mashuri and Rohani was in line with what the chief *imam* had recommended to all *imams*: to behave humbly (*lemah lembut*) and in caring way (*kasih sayang*). This concept was essential for *imams* in this particular context, because they were considered figures who should act as good examples according to both Islamic laws and Javanese norms.

4. Conclusion

The study finds that **nuwun sèwu** was used to serve several functions, such as: (1) to invite an *imam* to speak, (2) to minimise disappointment, (3) to interrupt a conversation, (4) to criticise, (5) to instruct, (6) to clarify, and (7) to make a decision. From the findings, it is

clear that **nuwun sèwu** is used by the speaker as a consistent marker to express politeness. In this context, **nuwun sèwu** is employed as a strategy to achieve the speaker's communicative intention, without which the interlocutor may feel to be insulted, especially when **nuwun sèwu** is used for example to criticise. It is important to note that **nuwun sèwu** is not used to established a remedy (Zhang, 2001; Suszczyńska, 2005); therefore, a process of remedy itself does not appear in this context.

References

- Brown, P., & Levinson, S. 1987. *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Goffman, E. 1971. *Relations in public*. New York: Harper and Row.
- Ide, R. 1998. 'Sorry for your kindness': Japanese interactional ritual in public discourse [Electronic version]. *Journal of Pragmatics*, 29, 509- 529.
- Kramer-Moore, D & Moore, M. 2003. Pardon me for breathing: Seven types of apology [Electronic version]. *et Cetra*, 60(2), Summer, 160-169).
- Meyerhoff, M. 1999. Sorry in the Pacific: Defining communities, defining practices [Electronic version]. *Language in Society*, 28,225-238.
- Myers-Scotton, C., & Bolonyai, A. 2001. Calculating speakers: Codeswitching in a relational choice model. *Language in Society*, 30, 1-28.
- Obeng, S. G. 1999. Apologies in Akan discourse [Electronic version]. *Journal of Pragmatics*, 31, 709-734.
- Okumura, K., & Wei, L. 2000. The concept of self and apology strategies in two cultures [Electronic version]. *Journal of Asian Pacific Communication*, 10 (1), 1-24.
- Sadtono, E. 1976. *Javanese diglossia and its pedagogical implications*. The University of Texas: PhD Thesis.
- Scollon, R., & Scollon, S.W. 2001. *Intercultural communication: A discourse approach*. Oxford: Blackwell.
- Sugimoto, N. 1998. Norms of apology depicted in U.S. American and Japanese literature on mannres and etiquette [Electronic version]. *International Journal of Intercultural Relations*, 22(3), 251 -276.
- Suszczyńska, M. 2005. Apology routine formulae in Hungarian (Electronic version]. *Acta Linguistics Hungarica*, 52(1), 77-116.
- Zhang, H. 2001. Culture and apology: The Hainan island incident (Electronic version]. *World Englishes*, 20(3), 383-392.

DIALECT VARIETIES OF MADURESE LANGUAGE AND THE ISSUE OF IDEALIZED SPEECH FORM

Mohammad Halili

*English Letters Department, Faculty of Social and Cultural Sciences
University of Trunojoyo Madura
mohammadkahlil@yahoo.com*

Abstract

This paper considers the inherent characteristics of regional dialects; Bangkalan, Sampang, Pamekasan, and Sumenep existing in Madurese language pertaining to the issue of idealized variety. Dialect refers to linguistic features differing in vocabulary and grammatical aspects of the same language. In most cases, the interactants sharing the same linguistic background mutually understand the dialect used. That, however, does not always work in that way. A number of factors lead to such unintelligibility. The geographical chain is argued to be its major factor. The closer of the geographical boundaries, the closer of intelligibility the participants can maintain. Those, on the one hand, who are further apart, remain unintelligible leading to unsuccessful in communication as a consequence. Given that dialect has its own linguistic features such as lexical and grammatical systems, it is thus valid. So, it cannot be said that dialect is restricted to *non-standard* or *lower than* (other form of speech) from linguistic grounds, except on a purely subjective/social basis.

Keywords: dialect, geographical chain, vocabulary

1. Introduction

It is not a surprising fact where many people put any attempt to identify their interlocutor's identity based on the form of speech used. Regardless whether the effort made is precise or inaccurate, this is an interesting topic to discuss to what motivate them to do so: linguistically or socially? The distinction of pronunciation and word choice are arguably said to be sufficient indicator to acquire the personal information required. While the *dialect* is considered to be subordinate to *language*, the dialect itself mirrors the inherent linguistic features exist in one region. The term *dialect* used in this context refers to the variant forms of vocabulary and grammar of the same language (Encarta, 2006, Crystal, 1994, Chen,

Shen & Campbell, 2010). Interestingly, the preferred dialect subsequently becoming norm leads to social justification that one particular form of speech is believed to be 'correct', 'urbane' and or "pleasant". To examine the issue, this paper therefore frames the interplay between regional dialects and the geographical chain pertaining to the issue of standard language exists in Madurese language in Madura Island.

A body of research relating to regional dialects has shed light on the perspectives. The research conducted by Baker, Eddington and Nay (2009) examines the influencing factors of region of origin and experiences towards how well listeners are able to differentiate between Utah and non-Utah speakers and what phonetic characteristics they use to do so. The study shows that the more similar the listener's dialect is to Utah English, the better his/her ability to identify Utah speakers. The investigation on dialect interference was also conducted by Hall and Guthrie (1979). They studied the dialect variation of Black English and the implication of this study to reading performance and the current state of affairs in the area to which the dialect variant is described as Vernacular Black English (VBE). The findings remarkably demonstrate that ethnic differences do not actually bring difficulties in language performance. Therefore, the theoretical hypotheses are in need of revision (Hall & Guthrie, 1979, p. 18).

On the one hand, the research specifically addressing Madurese dialects in Madura Island has not been adequately studied yet, particularly when approaching the issue from each region. Nonetheless, a number of researches show its significance role in academic discussion. Henny (2005) analyzed Madurese dialects used in "Pojok Meduroan" program on JTV. The research aims to describe and identify the frequent dialect used by that television program. She found that Pamekasan dialect is the most repeatedly employed variation in use. The western forms including Bangkalan and Sampang are in the contrary.

In recent decade, Dewi (2010) illustrates the geographical dialect of Madurese language specifically in the seashore of Probolinggo. Accordingly, the vocabulary is comprised of a number of factors: influenced by Javanese, tendency to doubled two first consonant in a word, and tendency to add consonant /h/ in the last vocal word. The research specifically describes the homogeneous dialect in one area only without considering or comparing the possible different linguistic features that can emerge within a dialect studied.

Respecting the number of research associated with the issue under discussion, Uhlenbeck (1964, in Stevens, 1994) surprisingly

summarizes by stating: “After Kiliaan, no linguists have done any extensive work on Madurese”. The statement, however, is partly true. Davies’ work (2010) displays enlightening study on the Madurese language which deeply discussing the internal and external linguistic features such as phonological aspects, reduplication and speech levels of Madurese language. The only major description of this work, this is how the argument goes, is predominately the language spoken in Western island, specifically in the regency of Bangkalan. For that reason, he, in introduction section, asserts that “this work might perhaps be better titled *A Grammar of the Language of Bangkalan, Madura* (Davies, 2010, p. 5).” Therefore, the current study has a significant position in the context as it looks at dialectal differences from each region in Madura Island.

2. Discussion
2.1. Madura and Its Linguistic Evidence

Madura is an independent island but is attached to East Java province administratively. The island is divided into four regions: Bangkalan, Sampang, Pamekasan, and Sumenep and is separated from Java island by Madura Strait. According to population census at 2000, its population reached up to approximately 6.8 million, making the language becomes the fourth most-widely spoken language in Indonesia; after Sundanese, Javanese, and Bahasa Indonesia (Davies, 2010, p. 1). Nevertheless, the geographical boundaries result in differences in term of the language spoken by the local communities from the rest of the regions in East Java.



Figure 1. East Java Island (Microsoft® Encarta® 2006. © 1993-2005 Microsoft Corporation.)

One of the inherent characteristics of Madurese language is reduplication. It is a morphological process in which all or part of a form is repeated (Matthews, 2005, p. 311). It has been argued that this linguistic reduplication phenomenon has not been discovered in Javanese language, as the Java Island is closest geographical boundaries and administratively governed under one authority (the province of East Java). According to Stevens (1994), since little attention was given to the subject between the early 1960s and the early 1982s, it has, however, been an essential source of examples of reduplication particularly after the Marantz's work on phonological studies undertaken on 1982. The study points out that the similar phenomenon can be found in other Austronesia languages instead such as Philippine. The Davies (2010) classifies the reduplication occurring in Madurese language into three categories: final-syllable reduplication, whole-word reduplication and initial-syllable reduplication.

The function of it is to convey either plurality or repetitious actions for each form. The first type indicates the only final syllable reduplicated and affixed to the beginning of the stem. It functions to signal plurality such as *Nak-kanak* (children), *ceng-lanceng* (youths/adolescents), and *ma-roma* (houses). They are apparent examples of reduplication in noun class. Additionally, reduplication indicates repetitious action found in verb form for instance *Ka'-berka'* (run), *sa-sassa* (wash), *sek-nyiksek* (cut). Furthermore, the whole-word reduplication mirrors Madurese language as well. *Oreng-oreng* (individuals) and *macem-macem* (varieties) are the examples. The last one is initial-syllable reduplication which can be exemplified by *ma-maca* (read (a religious text delivering moral values in a traditional way)) and *pa-pada* (make the same).

The attribute is relevant to all dialect in each region. To what extent the dialectical difference, vocabularies are also typical. In other words, the words used in one particular region, in Pamekasan for instance, may be slightly/completely different from what used in other region, such as in Bangkalan. More than just uncovering what differences of the dialect in vocabulary aspect in this respect, the fundamental issue that would be specially presented is that they indeed result in unintelligibility among communities. The distinction in personal pronouns, connectors, and the negative statement as examples would be given more room for explanation.

The use of personal pronouns for instance, each region displays various forms: *Ba'ang/hedeh* (Bangkalan), *kakeh* (Sampang), *ba'an* (Pamekasan), and *ba'na* (Sumenep). The pronoun is to say the same

thing: “you” in English or “kamu” in Bahasa Indonesia. In addition, the use of connectors reflects the language varieties in Madurese language. For example, the word *and* (dan) is different from region to region. *Bi* is mostly used in Sumenep; *ban* employed in Pamekasan; *moso* or *so* (simplification form) are both applicable in Sampang and Bangkalan. It should be highlighted though that the word *moso* means *enemy* in Sumenep and Pamekasan.

Furthermore, how to express negative statement that differs from region to region is another interesting feature in this discussion. *Lo’* and *ta’* are basically two different terms used to display the same thing: no(t). But the existence tends to blur the actual meaning that the participants wish to make when dealing with the final-syllable reduplication. For example, *lo’-celok* means *not sour* in Sampang and Bangkalan. In contrast, *lo’-celok* means *really sour* in Sumenep & Pamekasan.

Another distinguished example in term of vocabulary is how to say “rambutan”; it is said so both in English and in Bahasa Indonesia. The given word is prevalent to use in Sumenep, Pamekasan, and Sampang. However, it will be completely different from Bangkalan dialect; meaning “bunglon”. It is worthy to note that the “bunglon” refers to “chameleon” for those outside the region. We can then imagine if the expression is used in the transactional interaction setting where one wishes to have “rambutan” but is perceived to have “chameleon”.

Until the recent perspective proposed, there has not been a clear-cut regional boundary agreed for each region to maintain (un)intelligibility. But it still makes sense to reasonably argue that the inhabitants who dwell in Pamekasan but geographically is closed to Sumenep, and in the same way for those who live in Sampang that is near to Bangkalan but are great in distance to Pamekasan, may have been (un)popular with dialectical differences presenting in each region. Therefore, the closer of the geographical boundaries, the closer of intelligibility the participants can maintain. Those, on the one hand, who are further apart, remain unintelligible leading to unsuccessful in communication as a consequence.

2.2. Dialect vs. Idealized Form of Speech

From the existing language varieties found in Madurese language, the speech forms spoken in the regency of Sumenep is widely held to be the standard one (Davies, 2010 & Stevens, 1965, Britannica,

2015). This is simply because Sumenep is considered to be the centre of civilization due to the historical background. It shows that the given region was where the Madurese kingdom developed. Consequently, the language spoken in the area represents the “polite” or “standard” one. In regard with the existing dialect varieties of Madurese language, so what does the ground lies to the extent that language is generally accepted to be *superior* to *dialect*?

It may not be simple to address the issue. Yet, the following approach may help to explain: the structure and the function of the language. The first attempt looks at the language from the internal factors of the language such as syntactical rules. All units of the language depend on what surrounds them or conceived as a self-regulating system (de Saussure, F, 2011, p. 127, Matthews, 2005, p. 356). From this argument, it is clear that every single language should have its own features which vary from language to language as the complexities of their structures are inherently attached. From this perspective, we cannot see that one particular structure of the language is higher or more prestigious compared to other languages as previously believed. The latter aspect, what will have been further discussed, relates with its social condition. Indeed, it involves the external factor of the language such as the educational background of the speakers, the ages, including the development of the area (Montgomery, 1995, Haugen, 1966).

Focusing on the language spoken in the developed area, the perspective shed light onto the way how language is subsequently seen to be prestigious or standard. It happens because most of people incline their favor to “development” in economic for example and it affects how inhabitants perceived the language used in the area as well. In other words, they tend to associate themselves to the development which is reflected through linguistic usage (Haugen, 1966, Allport, 1976). In this stage, the language is seen as a representation of the social class. In most cases, the language used in the “city” is socially perceived to be “cool”, “nice” and other related positive assumptions. For example, the language relates to “educated” people, high class society. On the other hand, language used in rural area is recognized “disparaged” or “unpleasant”. It is generally accepted that the given language deals with the working class society. As socially motivated, many people shift linguistically because the language of the region is seen “undeveloped” or “left behind”. For that reason, the dialect is called “undeveloped” language.

Reference to English, Leith (1997) points out that the social perception towards the language stratification is historically based on a phonetician, Hart (1551, 1569, 1570 in Stevens), and a famous observer, Puttenham's works (1589), stating that "the best speech can be heard within a radius of sixty miles round London". It sounds logical due to the area was where the economic grew and expanded and the "educated" people dwelled. The seminal works have been so popular in which, the belief surprisingly develops not only in London, but also extend to other regions/countries.

Apart of the attestation, Leith (1997) asserts that codification plays a vital role in getting the language standardized. The attempt dedicated is to fix the language in dictionaries and grammars. When the language has got standardized, it subsequently becomes norms within a particular social group. It leads to social justification to which language sounds "better" than the other. Its position is getting higher in particular when the norm is accepted by a tiny elite, powerful and educated class.

The illustration seems delighting in looking at the issue objectively. From the current perspective, it can then be said that they, language and dialect are two different entities which have no direct link, from linguistic point of view. Therefore, it is hard to maintain the held belief that language spoken in the eastern area, Sumenep, is considered to be the ideal version of the Madurese language, unless from purely personal/social basis.

3. Conclusion

Each region in Madura Island indicates its noticeable differences in dialects existing in Madurese language. Characterized by reduplication linguistic phenomena, dialectal distinctions are also found in some aspects of linguistic features: personal pronouns, connectors, and negative statement. The given items show a number of divergences in each area leading to misunderstanding when the speakers particularly for those are great in distance interact. Lying on the linguistic ground, it is thus hard to maintain any sweeping generalization positioning the speech form of speech spoken in Sumenep region is considered to be the idealized one, except on the purely personal/social basis.

References

- Allport, G., W. (1976). *The Nature of Prejudice*. New York: Basic Books.
- Baker, W., Eddington, D. & Nay, L. (2009). *Dialect Identification: The Effects of Region of Origin and Amount of Experience*. *American Speech*. Vol, 84 (1).
- Chen, N., F., Shen, W., & Champbell, J., P. (2010). *A linguistically-informative Approach to Dialect Recognition Using Dialect-discriminating Context-dependent Phonetic Models*. *IEEE*. Retrieved from http://www1.i2r.a-star.edu.sg/~nfychen/publications/NancyChen_ICASSP_2010.pdf
- Crystal, D. (1994). *The Cambridge Encyclopedia of Language*. New York: Cambridge University Press.
- Davies, W., D. (2010). *A Grammar of Madurese*. New York: Walter de Gruyter.
- Dewi, F., R. (2010). *Geografi Dialek Bahasa Madura di Daerah Pesisir Probolinggo*. *Ejournal UMM*. Retrieved from http://www.researchgate.net/publication/50858816_Geografi_Dialek_Bahasa_Madura_Di_Daerah_Pesisir_Probolinggo
- Encyclopedia Britannica, Inc. (2015). *Eastern Madurese*. Retrieved from <http://www.britannica.com/topic/Eastern-Madurese>
- Hall, W., S., & Guthrie, L., F. (1979). *On the Dialect Question and Reading*. Massachusetts: The National Institute of Education.
- Haugen, E. (1966). *Dialect, Language, Nation*. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1525/aa.1966.68.4.02a00040/abstract>
- Henny, U., H. (2005). *An analysis of Madurese Dialects Used in "Pojok Meduroan" Program on JTV*. Retrieved from http://www.researchgate.net/publication/50371449_AN_ANALYSIS_OF_MADURESE_DIALECTS_USED_IN_POJOK_MEDUROAN_PROGRAM_ON_JTV
- Leith, D. (1997). *A Social History of English* (2nd ed). London and New York: Routledge.
- Marantz, A. (1892). *Rereduplication*. *Linguistic Inquiry*. 13.435-482.
- Matthews, P., H. (2005). *Concise Dictionary of Linguistics*. New York: Oxford University Press.
- Stevens, A., M. (1994). *Madurese Reduplication Revisited*. In *Papers from the Second Annual Meeting of the Southeast Asian Linguistics Society 1992*, Karen L. Adams and Thomas John Hudak (eds.), 357-381. Tempe, AZ: Arizona State University.

- (1965). *Language Levels in Madurese*. *Linguistic Society of America*, Vol. 41(2), pp. 294-302. Retrieved from http://www.jstor.org/stable/411879?seq=1#page_scan_tab_contents

Biodata

The writer is an English lecturer at University of Trunojoyo Madura and was at Maulana Malik Ibrahim State Islamic University, Malang. After his graduation from his Master degree, focusing on Language Studies, at Flinders University, Adelaide, South Australia, at 2013, he displays his special interest in the field of Writing and Sociolinguistics in teaching. One of his published (collaborative) researches is *REVEALING MEDIA BIAS ON THE "ANGLE OF TELLING": An Analysis on Metro TV and TV One News*. He can be reached at 081259472675 or email at mohammadkahlil@yahoo.com.

Narrating Presence: The Exploration of Students' Linguistic and Cultural Backgrounds

Muchamad Adam Basori

*Universitas Islam Negeri Maulana Malik Ibrahim Malang
mbasori09@gmail.com*

Abstract

Each language has been typically considered distinguished from one language to another. This vision opens our access to the landscape of distinct language horizons. We live on the stage of languages contested, which is one of reasons why foreign language should have interestingly been taught and learned. Similarly, teaching and learning languages should relate to our professional development. In this article, the imperative language values are prioritized and the merits of foreign language learning in particular are critically explored. The benefits of language learning are exemplified by university students learning micro linguistics, English Phonology, in the environment of local wisdom focused on the students' regional languages. The students are considered bilingual in the learning processes of micro linguistics enriching phonological self-awareness both by honouring their local language and culture while enhancing themselves through the learning of English as foreign language. The learning process can be managed through culturally relevant teaching where learners' linguistic and cultural backgrounds are reflected in their foreign language learning process. In so doing, linguistic and cultural diversity as well as discretion would be fostered. Learning language has resulted a giant leap in language consciousness, which brings about linguistic astuteness in the nature of learners' culture communion.

Key words: linguistics, culture, teaching, learning, community

1. Introduction

The reason that draws my attention to write this paper is my basic tenets toward language. I am impressed by language and culture integration as stated by Shamail (2015). She argues that the integration of language and culture is intertwined, interdependent, and productive in today's world, in which most countries teaching English as foreign language (EFL) have adapted English language education by incorporating intellectual instructional materials, sketching parallel with the achievement of native and target cultures, underlining local wisdoms, and integrating inventive language teaching methods. In relation to language teaching, English language teaching (ELT) illustrates native speaker community and culture identity. Proshina (2014) states that the objective focus of ELT lies at the heart of communication, which requires

successful users of English compared to a perfect-near native speakers. Being aware of linguistic identifications and revealing cultural identity motivate learners' awareness of varieties in forms and communicative strategies to transfer meanings. Vygotsky (1978) presumed that language is the mediating tool that defines an individual cultural identity, as language is the foundation of thoughts and communication. These ideas are underlined and enriched in this paper.

1.1 Professional Development, Language, and Culture

Professional development refers to skills and knowledge attained for personal development and career advancement (Saleem et al, 2014). Knowledge and skills are basically used in academic and social life. Equally, language teachers may not effectively teach students when the teachers have inadequate relevant language knowledge and skills. In line with Holmes' idea (2005), she argues that knowledge has not been constantly static as it changes after every moment and one must keep informed accordingly. Guskey (2000) views professional development is designed intentionally, ongoing and systematic process that focuses on the advancement of individual's professional knowledge, skills and attitude so the learners' learning outcomes can practically be optimised. Jadama (2014) states that the successful teaching requires adequate knowledge regarding subject matter, which can practically be learned by students using in-depth learning about the content and successfully be gained in their examinations.

Teachers having adequate relevant language knowledge and skills bring about language preserves that can possibly be applied into thought building. In relation to individuals' advancement, language allows us to communicate feelings, ideas, concerns, and hopes. Hence, learning and sharing experiences from one another become possible, and we live on the stage of diverse linguistic backgrounds and cultures. Culturally and linguistically diverse student population, according to Bullock et al. (2013), will critically be motivated to increase a strong collaborative relationship between teachers and learners. Learners' diverse needs can be provided scientifically based instructional strategies and techniques (Little & Houston, 2003). Professional development and the implementation of evidence-based practices are needed to change in classroom by continually improving learners' needs incorporating university goals so that classroom students become learning community. Teachers as to the best-evidence practitioners professionally develop their knowledge and skills through a goal-oriented process within the learning community which is sustained through coaching, mentoring, and feedback provision.

Research on mother tongue includes a part of learning local cultures, which significantly lead to perceive the world of language and

culture within the learning community. Language and culture appreciated in legitimate social contexts prove pride and confidence. This view can practically be evidenced in learning micro linguistic, English phonology classrooms. Students who usually take a linguistic class have learned theoretical views of phonology textbooks, and they need to prove evidence-related phonetics in their mother tongue language. In that case, Jenkins (2004) states pronunciation teaching research began to move on both to sophisticated approach to interlanguage phonology taking universal development and suprasegmental features along with segmental. The students have considered essentially learning pronunciation, which can be obstructive to communicate with other people. When they cannot understand particular pronunciation and sounds, miscommunication can happen accordingly. Consequently, teaching-learning pronunciation should primarily be placed in both accurately sound production and meaningfully conversational comprehension to alleviate problems in corresponding with other cultures.

This article presents an objective of intelligibility and comprehensibility. The objective of intelligibility examines differences between English pronunciation students learn in university level. The factors included in the intelligibility are pronunciation, stress, intonation, and vowel-consonant sounds of English. Secondly, the objective of comprehensibility investigates the students' communication with other people from other cultures within the use of English as either foreign or second language. This comprehensibility part encompasses miscommunication factors in relation to intercultural issues, such as cultural, pragmatic and socio-linguistic aspects.

In this study, participants were 60 undergraduate students. A survey was also conducted to determine their background information and to search their attitudes toward English in contact with other cultures of parts of the world.

2. Literature Review

2.1 Intelligibility on Words

Teaching English pronunciation helps students accurately recognise sound production, and they finally become aware of learning language skills (Hayward et al, 2014) and explicit as well as systematic instruction in the development of phonological awareness (Taub & Szente, 2012). In the previous study, Field (2005) conducted research on intelligibility of pronunciation instruction, but left unanswered about aspects of what makes learners' speech intelligible. Pawlak, Mystkowska-Wiertelak and Bielak (2015, pp. 3-21) have addressed learners' or teachers' beliefs using form-focused instruction and offering remedy the situation by approaching pronunciation teaching. However, this present

study focuses on intelligible communication, as proposed by Celce-Murcia et al. (1996), contemporarily contends that explicit pronunciation is necessary in language curricula, and comprehensibility, as proposed by Kachru (1996) is a matter of assigning meaning to utterances that can be put upon verbal acts by interlocutors in social interaction.

2.2 Comprehensibility on Meaning

Apart from pronunciation issues, comprehensibility aspects may have miscommunicated with intercultural competence. Kachru and Smith (2008) contend that:

The recognition of a meaning attached to a word or utterance, i.e. the contextual meaning of the word in a sociocultural setting as well as the illocutionary force of an utterance. For example, when someone listens to the word “please” he/she ordinarily understands it to be connected with a request or directive, usually polite. In such a case the comprehensibility of the word, or the recognition of the illocutionary act of the speaker, is high.

Speech act functions, furthermore, prove essentially relate to culture and language learning, in which intercultural competence and language learning can be traced back to Gulbinskienė & Lasauskienė (2014). They argue that teaching culture of the target language and teaching linguistic knowledge have primarily drawn language scholars' attention in the application of effective language skills and the knowledge of cultural environment, and thus foreign language teaching should help students base a solid foundation of language and grow their cultural awareness so as to meet the needs of social development. Jung (2010) contend that the proper instructions of teaching and learning materials to learn a foreign language may be needed to develop learners' cultural aspects and intercultural competence since among non-native speakers of English, learners may perceive diverse varieties of English from different cultural backgrounds. Lee (2003) also states that either foreign or second language has a small opportunity playing important roles in social development, while meaning and content are imperative in the development of social communication. Most previous studies suggest the emphasis of learners' communicative behaviour, but this present study uses intercultural competence to strongly relate to what is factual and what is learned.

2.3 Bilingual Students

Currently, most learners who have studied languages learn at least two languages and cultures. This idea is in line with Weinreich's bilingual system (1979) that the speech of bilinguals can be interfered due to a familiarity of more than one language. One may uneasily

understand another language or need to get used to it through language contact. Learners make interim instructions which are neither their native language nor the target language. They are signs of linguistic creativity but may be considered as errors by some specialists (Gueye, 2015). Despite interference due to the either foreign or second language, it does not necessarily mean we abandon our culture identity. The interference caused cross-linguistic influence, according to Jarvis & Pavlenko (2008), is phonological transfer, orthographic transfer, lexical transfer, semantic transfer, morphological transfer, syntactic transfer, discursive transfer, pragmatic transfer, and socio-linguistic transfer. In the present study, however, it focuses on pragmatic and socio-linguistic transfer in the identification of comprehensibility on conversational meanings.

2.4 Socio-intercultural Aspects

English has been widely used among people to communicate with one another. When difficulties of communication occur, Gumperz (1983) individuals of different cultural backgrounds communicating in public speech events can exacerbate mutual representations. Social performance and people-based sharing the same background may tend to break down. Consequently, different cultural backgrounds in communicative competence can extensively be anticipated within intercultural competence, so that communication tend to maintain social relations. This is proposed by Byram (2009) intercultural communicative competence represents learners' relationships indicating critical cultural awareness, which ensures that language teaching has an educational function. In the present study, the author, therefore, uses intercultural communicative competence to comprehend conversational meanings.

3. Research Method

3.1 Participant

In this study as shown on Table 1, participants were 44 undergraduate students from two different phonology classes in a university, Indonesia. They used English as foreign language, and learned English at intermediate level of proficiency, majoring English. 6 students of them were basically at higher level of English proficiency. On the other hand, 5 students used Thai language, and 5 others spoke Russian. The students who spoke Thai and Russian learned English at pre-intermediate level of proficiency, and used English as second language. They were in contact with the 50 students taking English phonetics classes. The 10 students did major a variety of subjects, which were non-English department in two different Islamic universities.

Table 1. Students' Linguistic Information

Students	Assumed English Proficiency using Self-Evaluation				
	Pre-advanced	Intermediate	Pre-intermediate		
Number	6	44	10		
	Used English at most in present daily activities				
	Habitually	Occasionally	Seldom	undecided	
Number	4	27	15	14	
	Aimed at learning				
	Reading	Writing	Speaking	Listening	Grammar+Vocab
Number	9	7	25	15	4
	Spoke first language				
	Indonesian	Thai	Russian		
Number	50	5	5		

3.2 Instrument

A survey was conducted to administer students' intelligibility and comprehensibility of English either foreign or second language as well as the influence of their first language. The author conducted this survey at two Islamic different universities.

3.3 Treatment

This study was based on the treatment, which is on intelligibility and comprehensibility. The intelligibility was focused on pronunciation, stress, intonation, vowel sounds, and consonant sounds, while the comprehensibility was cultural aspects, sociolinguistic-pragmatic aspects, and linguistic aspects. The students were taught pronunciation subject in two different phonology classes. The 50 students learning phonetics were included in the classes, while 10 other students who majored non-English department were not.

3.4 Procedure

This study focused two steps conducted firstly on two different Islamic universities, Malang, East Java, Indonesia; secondly followed by the collection of questionnaire and further analysed aspects of intelligibility and comprehensibility.

4. Findings and Discussion

4.1 Intelligibility on Words

Students who needed to alleviate intelligibility issues learned pronunciation, stress, and intonation. They were also asked to respond whether pronunciation is obstructive. Besides, the most two essential

factors concerned in EFL spoken activities, the students preferred to speak with other people in a particular type of English accent.

Table 2. Intelligibility on Words

4.1.1 What kind of English Pronunciation do EFL learners tend to use?				
Student Number	British 19	Australian 6	American 35	
4.1.2 Which factors influence EFL learners to speak English? (Select Two)				
Student Number	First Language 10	Cultural Aspects 29	Educational Aspects 21	Occupational Aspects 0
4.1.3 Is pronunciation an obstacle to communicate with other cultures?				
Student Number	No 24	Yes 36		
4.1.4 Which aspects of English are the most distinctive from your first language?				
Student Number	Intonation 16	Stress 29		Pronunciation 15

4.2 Comprehensibility

In this part, the author needed to obtain informative and meaningful communication aspects of English both used as foreign and second language. The aspects include linguistic, social, cultural, and pragmatic means of communication.

Table 3. Comprehensibility on Meaning

Students	4.2.1 Which factor is imperative to communicate with other cultures?				
	Linguistics		Social Factors		Culture
Number	14		19		27
	4.2.2 Which aspects make you difficult to communicate with non-native speakers across countries? (Select Three)				
	Utterance Meaning	Vowel & Consonant	Cooperative Principle	Speech Act (perlocution)	Intercultural Competence
Number	16	8	10	13	13
	4.2.3 What do you best recommend teaching English in EFL contexts? (Select Two)				
	Linguistics	Phonetics	Pragmatics	Sociolinguistics	Culture
Number	12	10	10	11	17

5. Discussion

The students stated that English conversations among non-native English speakers from different countries and cultures were dominantly covered by intelligibility and comprehensibility. The intelligibility accented mostly by American English proved [r] phoneme, which is clearly heard. The students typically used American accent as most their contacts learned TOEFL. Compared to British accent, they

were not much exposed within the accent community, and followed by the group of Australian accent as the group usually watched television-pay Australian news frequently.

The most influential aspects assumed by the students that they learned English skills, which were much influenced by cultural aspects, including social practices occurring in the students' community, such as social-media communication (BBM, Whatsapps), youtube.com website, and English movies. Educational factors, however, proved less significant influence, which came from both in classroom activities and learning community in a university, such as listening comprehension skills. Even though the 60 students are bilinguals, they did not think their mother tongue as their first language proves a pivotal impact on their foreign language learning. In contrast, the other 10 students who were non English students argued that their first language affected English learning as their second language due to their frequent use of first language to maintain their social-cultural heritage.

In relation to pronunciation barriers, the students considered insignificant to master English pronunciation despite the variety of world Englishes. They thought that even they understood Standard English pronunciations, they significantly needed to get in touch with other cultures and to get used to speaking English variety of the cultures. They suggested learning pronunciation supported by intercultural competence would increase intelligibility and solve pronunciation issues in relation to the passion plea of communication sense.

The difference between first language and the English language they used to communicate with other people reflected in English stress. English stress was found that it has different ways of stress in words, and will differently be stressed when the words are applied into utterances. The students argued that the English stress become issues of utterance meaning unless the application of English stress incorporated individuals' power into culturally-bound language learning. Intonation and pronunciation, in contrast, was ineffectively compared with stressed words impinging on their communication with other people.

Dealing with comprehensibility on meaning, the students responded that the communication with other cultures was mostly accepted in culture, followed by social factors and the study of linguistics. The cultural factor played important roles as to the student environment reflected in their learning community and student-related intercultural activities supported comprehension on conversational meanings. The author himself, similarly, taught the students had learned the new development of adequate balance among students' needs to the meaningful improvement of culture and linguistic knowledge within linguistic classroom context. They argued that learning linguistic had

brought about fruitful knowledge horizons when English language is no longer assumed 'foreign' or 'second', but synergised through socio-linguistic transfer to build a critical cultural awareness. It has been suggested that phonological awareness becomes inadequate when intercultural communication is absent-minded.

Despite essential cultural factors, the students' difficulty on comprehending conversations was mostly pointed by utterance meaning due to their linguistic backgrounds; and consequently, this issue was indicated by the students' best recommendation studying linguistics in EFL teaching context. Cooperative principle was relatively chosen, but the least was vowel-consonant sound production. The students considered the best recommendation proposed should culturally be involved in EFL context, followed by the study of linguistics, and socio-pragmatic aspects. The micro linguistic, Phonology, was relatively similar chosen by sociolinguistics.

6. Conclusion

The students felt sensitized by a culturally-bound teaching-learning orientation. This presence has been explored the students' cultural and linguistic backgrounds in a variety of nations. The students, at least, tend to be aware of both the study on culture and linguistics into an integrated fashion. Otherwise, teaching-learning language becomes a part of issues in EFL/ESL context.

References

- Bullock, L. M., Gable, R. A., Lewis, C., Collins, E., Zolkoski, S., Carrero, K., & Lusk, M. (2013). Ensuring Successful Outcomes for Children and Youth From Culturally and Linguistically Diverse Backgrounds. *Preventing School Failure*, 57(1), 2-6.
doi:10.1080/1045988X.2013.731268
- Byram, M. (2009). Intercultural Competence in Foreign Languages—The Intercultural Speaker and the Pedagogy of Foreign Language Education. In Deardoff, D. K. (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 321-332). USA: SAGE Publication.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. Cambridge: Cambridge University Press.
- Field, J. (2005). Intelligibility and the listener: The role of lexical stress. *TESOL Quarterly*, 39(3), 399-424.

- Gueye, M. (2015). Some Reflections on the Relationships between Bilingualism, Intelligence Quotient (IQ) and Error Making in Teaching of English as a Foreign Language in Mali. *Journal of Language Teaching & Research*, 6(1), 85-90.
doi:10.17507/jltr.0601.10
- Gulbinskienė, D., & Lasauskienė, R. (2014). Intercultural Communicative Competence (ICC) of EFL Students at University Level. *Man & The Word / Zmogus Ir Zodis*, 16(3), 150-159.
doi:10.15823/zz.2014.020
- Gumperz, J. J. (1983). *Language and Social Identity*. UK: Cambridge University Press.
- Guskey, T. (2000). *Evaluating Professional Development*. California: Crowin Press.
- Hayward, D. V., Phillips, L. M., Sych, J. E. (2014). Analysis of phonological awareness content in pre-service textbooks on the teaching of reading. *Canadian Journal of Speech-Language Pathology & Audiology*, 38(1), 6.
- Holmes, E. (2005). *Teacher Well-being*. USA: Routledge.
- Jadama, L.M (2014). Impact of Subject Matter Knowledge of a Teacher in Teaching and Learning Process. *Middle Eastern & African Journal of Educational Research* 7, 20-29.
- Jarvis, S. & Pavlenko, A. (2008). *Crosslinguistic influence in language and cognition*. New York: Routledge.
- Jenkins, J. (2004). Research in teaching pronunciation and intonation. *Annual Review of Applied Linguistics*, 24, 109-125.
- Jung, M-Y. (2010). The Intelligibility and Comprehensibility of World Englishes to Non-Native Speakers. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(2), 141-163.
- Kachru, Y. (2008). Cultures, contexts, and interpretability. *World Englishes* [serial online]. 27(3/4):309-318. Available from: Literary Reference Center, Ipswich, MA. Accessed August 10, 2015.
- Kachru, Y. & Smith, L. E. (2008). *Cultures, Context, and World Englishes*. New York: Taylor and Francis.
- Lee, H. (2003). Assessing the use of a colloquial English feature in CMC. In *Cross-cultural distance learning and language acquisition*. Hankook Publishing Company. Seoul, Korea.
- Little, M. E., & Houston, D. (2003). Research into practice through professional development. *Remedial and Special Education*, 24(2), 75-87. doi: 10.1177/07419325030240020301
- Pawlak, M., Mystkowska-Wiertelak, A. & Bielak, J. (2015). Exploring Advanced Learners' beliefs About Pronunciation Instruction and Their Relationship with Attainment. In Ewa Waniek-Klimczak & Mirosław Pawlak (Eds.), *Teaching and Researching the Pronunciation of English* (pp. 3-21). Switzerland, London: Springer International Publishing.

- Proshina, Z. G. (2014). Language revolution behind the cultural curtain. *World Englishes*, 33(1), 1-8. doi:10.1111/weng.12051
- Saleem, A., Masrur, R., & Afzal, M. T. (2014). Effect of Professional Development on Enhancing the Knowledge Level of University Teachers in Pakistan. *Journal of Research & Reflections in Education (JRRE)*, 8(2), 162-168.
- Shamail, A. (2015). The Nexus of Language and Culture in Foreign Language Education. *Perspectives (TESOL Arabia)*, 23(1), 18-23.
- Taub, G. E. & Szente, J. (2012). The impact of rapid automatized naming and phonological awareness on the reading fluency of a minority student population. *Journal of Research in Childhood Education*, 26(4), 359.
- Vygotsky, L. (1978). *Mind in society: The development in higher psychological processes*. Cambridge, MA: The MIT Press.
- Weinreich, U. (1979). *Languages in Contact: Findings and Problems* (9th Ed.) The Hague: Mouton.

WOMEN'S SPEECH FEATURES USED BY THREE WOMEN POLITICIANS

Iswatin Chasanah, Agus Eko Cahyono

UIN Maulana Malik Ibrahim Malang

Abstract

Women is still marginalize in the concern of live (Lakoff, 1975). So, women attempted to equalize their position by using language. The women's language consists of some features of women's speech. Lakoff (2004) stated that there are nine types of women's speech features, they are hedge, intensifier, empty adjective, super polite form, hypercorrect grammar, speaking in italics, tag intonation, precise of color terms, and the absence of humor. Also, the used features uttered by the women reflect the cultural aspect of the speaker especially cultural aspect of communication. The speeches of women politician were the object of the study; they are Hillary Clinton, Christine Lagarde, and Hina Rabbani Khar. This paper then studies the type and the function of the women's speech features used by the three women politician and the cultural aspect of communication that were reflected by the features of women's speech. Thus, the women's speech features used for three function, pause device, boosting device, and politeness device.

Keywords: women language, women's speech features, three women politician

1. Introduction

Women in the past were totally different with once in globalization era such as today since they have equal right with men in some cases, for instance in accessing proper education, job fields or even participating in election. Even if women had been gotten chance to actively do what they want, however women's right is still limited. There is still a gap between men and women for instance in the case of payment. In the United State, men and women who are working in the same field have different number of payment since men get twenty percent higher than women's salary. It shows that in any position women are still discriminated even if women have higher education rates rather than men and work in the same profession, women still get paid less (Rainbo, 2015). Based on the fact, women not really get their freedom and women cannot really equalize their position with men, so, one of the tools used

by women to equalize them with men is through language. It is happened because by using women's language can reflect the education and competence of the women (nayyiroh, 2011). So, it creates differences in the matter of speaking style between men and women.

In this research examined about the uniqueness of women's language since they have specific way to show their gender through language. In this research employed Lakoff's theory (2004) *Language and Woman's Place* which identify several language features which are considered as unique to the speech of woman as opposed to the men. In her theory, Lakoff stated that there are nine types of women's speech features, they are hedges, intensifier, empty adjective, superpolite form, hypercorrect grammar, speaking in italics, tag intonation, precise of color term, and the absence of humor. Also, this study presented about the language features and cultural aspect of the speakers since the researcher assumed that cultural aspect is one of factor which makes the speakers used those kinds of women speech features in their speech, especially in women's language.

Also, this study presented about the language features and cultural aspect of the speakers since the researcher assumed that cultural aspect is one of factor which makes the speakers used those kinds of women speech features in their speech, especially in women's language. It is generally acknowledged that people from different countries and cultures tend to have different ways of speaking. Jiang (2000:328) stated that language simultaneously reflects culture, and is influenced and shaped by it. In other way, language is mirror of culture, in the sense that people can see a culture through its language. People from different culture can refer to different things while using the same language forms since they have different cultural aspect (Jiang, 2000:329).

This study examined about the language features used by women politician in their English speech. There were three woman politicians' speeches were investigated in this study; those were speech of Hillary Clinton, Christine Lagarde, and Hina Rabbani Khar. The politicians' speeches were chosen in this study because the researcher believed that speech is real occasion in which the utterances are produced naturally by the speakers. So, the data of the study was more valid.

Also, in the matter of speaking, the three politician women used specific linguistics features to show their gender, identity, and position to the society. The language used by the three women can reflect their each

culture since they come from different countries. For instance, as American women, Hillary Clinton will more extremely direct in conveying her opinion to the society, Christine Lagarde have different way to deliver their opinion since as France people she more concern in degree of formality and courtesy, and as Asian women, Hina Rabbani Khar tends to indirect in conveying her intension.

2. Methods

The speech of Hillary Clinton which was used as data was the speech when she became the speaker in the 8th Annual Dinkins Forum at Columbia University 2015. The duration of this speech is around 30 minutes. Meanwhile, speech of Christine Lagarde which was investigated in this study was when she became the speaker of National Press Club Luncheon at Washington, D.C. on January 2014. The duration of this speech is around 30 minutes. The last speech which was investigated was Hina Rabbani Khar's speech when she got chance to speak in UN General Assembly 2011. The Duration of the speeches was around 25 minutes.

These speeches were selected because these were the newest speeches from Hillary Clinton, Christine Lagarde, and Hina Rabbani Khar. Also, these speeches have not been investigated in the previous research. To gain the valid data, the author employed some steps. Firstly, the author classified the utterances containing women's speech features. Second, the researcher categorized the utterances covering women's speech features and explained the cultural aspect that was reflected by the utterances. Finally, the researcher made conclusion based on the analyzed data. Those data were analyzed by using descriptive qualitative approach and the researcher explained the result of the research by using word rather than using number.

3. Theoretical Framework

3.1 Theory of Women's Speech Features

Robin Lakoff is one of linguist who concerned in women and men language area. In her theory, she stated that women have some linguistics features that differentiate them from men. Those features is classified into nine types, they are hedge, tag question, 'empty' adjectives, precise colors term, intensifier, 'hypercorrect' grammar, 'superpolite' form, the absence of humor, and speaking in italics.

3.1.1 Hedge

The first feature proposed by Lakoff (2004:79) is hedges. It is a word that conveys uncertain statement and it shows that the speaker cannot ensure the accuracy of the statement. Hedging devices explicitly signal lack of confidence, means that the speaker does not really understand what she is talking about. In the other word, by using hedge indicates that the speaker wants to avoid making over-precise statement. Hedge can be used as device to show hesitation or uncertainty and to express politeness and indirectness.

Jennifer Coates (1996) has identified the function of hedging are to show a doubt or a confidence of what has been said, to indicate the sensitivity of other's feel, to search for the proper words to say, and to avoid behaving like a professional. Some examples of lexical hedges or fillers are "I guess", "I think", "I suppose", "I am afraid", "you know", well, and etc.

3.1.2 Rising Intonation

Rising intonation is kind of sentence pattern has a strong meaning of appeal as well as inquiry which function as polite and implicit expressions. According to Lakoff (1975), rising intonation is one of women's speech features which reflects uncertainty related something which is unknown by the speaker and it encourages them to ask. Rising intonation is not always used to express uncertainty, but it may have facilitative devices. It can be seen that rising intonation plays an important role in the social communication and it makes the participant engaged in the conversation.

3.1.3 Empty Adjectives

Empty adjectives are those claimed to be formulaic and conveying emotional reaction rather than informational content such as divine, cute, adorable, charming, sweet, lovely, etc. Lakoff stated that empty adjectives indicate speaker's approbation and admiration to something. Basically, some of neutral adjectives are used both women and men however these adjectives are commonly used more by women. Women can freely use either neutral or women's adjectives while however men cannot use it freely since it will harm their reputation. By using those adjectives, women attempt to show that they are unique since those adjectives are related with their personalities, for example great and terrific.

3.1.4 Precise Color Term

Lakoff (2004) explains that women's language appears in all levels of grammar in English. In the level of lexical differences, women tend to use more detail in naming color. Women have more color vocabularies rather than men. It can be seen from experiment result which was conducted by a professor in which the result showed that female student can write out 71 % of the color name and male students only write out 46 %. Women are sensitive in color. They are good at using some color words, such as chartreuse, beige, mauve, lavender, azure, and etc.

3.1.4.1 Intensifier

Many researchers show that intensifier used by women to strengthen their expression such as so, too, very, and quite. Lakoff (1975) states that intensifier is used by women because they want to show their strong feeling about something which they are talking to their hearers. Lakoff also stated that intensifier is also used as boosting devices reflect the speaker's that the addressee may remain unconvinced and therefore supply extra reassurance. In short, intensifier used to persuade their addressee to take the statement seriously. For instance, women usually said "James smokes a lot of cigarettes a day." While men just say "James smokes a pack of cigarettes a day."

3.1.5 Hypercorrect Grammar

Hypercorrect grammar is one of features which is proposed by Lakoff in her theory. Women tend to use standard grammar form when they talk. It indicates that women have polite behavior since women attempt to keep their behavior in front of their listeners or other participants in order to keep their reputation.

Trudgill (1972) stated in his study that women as an informants use more associated forms with the prestige standard rather than men. He also shows a reason behind the features, it happens because the subordinate position of women (English and America) in society concern in their social status linguistically since women are rated primarily through her speech. Then, it makes women prefer to use consistent standard grammar in her speech, either construction of the sentence or pronunciation.

3.1.6 Superpolite Form

This feature related with the stereotypes from society towards women in which society expect that women will behave well and communicate politely. Women shows their use of 'superpolite' form in their speech through several ways, such as being less assertive, making an indirect request, using euphemism, using hypercorrect grammar.

3.1.7 Speaking in Italics

The next feature of women's speech features is speaking in italics. It refers to the way of expressing uncertain feeling. The user uses tone to emphasize certain feeling. Lakoff defined that speaking in italics is a form of way to show how to react since the speakers said unconvincing statement (Lakoff, 2004:81). Therefore, women attempt to give good impression by using double force to ensure the speaker that they understand what the speaker said. Usually the speaker uses certain word such as *really*. For instance, "It was *really* brilliant performance".

3.1.8 The Absence of Humor

The last feature of women's speech is the absence of humor. Lakoff (2004:80) states that this feature is merely an elaboration of hypercorrect grammar and superpolite form. Woman tends to avoid making jokes as the way to behave politely. The researcher assumes that the absence of humor in this study is a form of effort to be more careful to behave like lady. Actually, everyone has different degree of politeness since the way of people make a joke is different as well. Something which is categorized as humor can be understood as offensive statement to other people. Therefore, the absence of humor is not commonly used by women in their speech.

3.2 Language and Culture

Language plays significant role in culture. Culture is a belief which becomes the life guide of society. Hall (1959) defined culture as the way of life of people. In this case, people learned behavior patterns, attitudes, and moral value. Sometimes, people are not aware that their life is controlled by culture since the culture influences the way of their thought. Culture is one of significant aspect in society because through culture people can behave properly and communicate well with other people from different culture. Meanwhile, language can be defined as the system of communication comprising codes and symbols used by humans to store, share, tell, organize, structure, and communicate

knowledge and experience (Kim, 2003). So, it can be concluded that language is the tool to transfer and share the values and other concepts of culture. It means that when a language dies, the concepts belonging to that culture die with it (Brock, 2005).

Basically, culture influences the language and vice versa. So, culture will influence the people's language automatically, so that people from one culture will speak slightly different even totally different with people from another culture. In the broadest sense, it is also the symbolic representation of a people, since it comprises their historical and cultural backgrounds, as well as their approach to life and their ways of living and thinking. (Jiang, 2000:328). Then, it can be concluded that culture is one of the factors which influence the language use of people. Therefore, in this study the researcher attempted to explore about the relation between cultural features and women's speech features performed in their speech. In this study also discussed about the relation between the cultural aspects of the speaker, especially in the matter of communication as well. There were three cultural aspects which were discussed in this study; they are American cultural aspect, France cultural aspect, and Pakistan cultural aspect since the three women politicians are from those countries.

4. Findings and Discussion

The researcher found that not all types of women's speech features used by the three women politicians. There were 57 data which were found in Clinton's speech however merely 15 data were presented since it has represented the whole data. In Hillary Clinton's speech was found that there are six features. Meanwhile, there were 57 data in Lagarde's speech however merely 19 data which were represented since those have represented the entire data. The last, there were 49 data which were found in Rabbani's speech however merely 13 data which was shown in this data since those data can represent the whole data. Christine Lagarde and Hina Rabbani Khar used seven women's speech features in their speech. The representatives of the data were follows:

Excerpt 1) this utterance was taken from Hillary's speech: "Well, we got half of that equation—but not the other half"

This excerpt is considered as **hedge** since in this speech was found that the speaker used word *well*. In this speech, Hillary Clinton used hedge such as 'well' as the way to keep her speech run well since she got trouble within delivering her opinion to the audiences. Hillary

Clinton did not really certain with her statement so that she used hedge 'well' to give herself space to seek proper word. In this case, hedge was used as pause device. Also, by the use of hedge, she attempted to make definite assertion since she did not want to show that she was less of confidence and felt uncertain with her statement.

Also, this feature also reflected the cultural aspect of American people since American female tend to worry about bad impression so that she really concerned with her language. So, to avoid getting bad responses and bad impression she would like to use hedge to keep her reputation.

Excerpt 2) this utterance was taken from Christine Lagarde's speech: "Good afternoon, and thank you very much for having me with you"

This excerpt is classified as **superpolite form**. Greeting is prominent in a speech since it can enhance the respect of audiences toward the speaker. Christine Lagarde attempted to show the aspect politeness to the audiences by the use of greeting. Also, this feature revealed one of the cultural aspects of France people on how they always say greeting to welcome other people. It also formed of making good impression by saying greeting. Before starting her speech, Christine Lagarde greeted the audiences by saying good morning. It indicated that Christine Lagarde really wanted to show her culture in the matter respecting other people. It showed that women's speech features could be used as politeness device.

Excerpt 3) this utterance was taken from Hina Rabbani Khar's speech: "We have suffered far too much"

This excerpt was classified as **intensifier** since the speaker uses words such as too, so, very to exaggerated the meaning of her utterances. Basically, those words were used more often by women rather than men since it was considered as form of feminine term. The use of intensifier indicated that the speaker wanted to withdraw the audiences strongly to an opinion. She wanted to her audiences to pay attention seriously towards her speech.

In this occasion, Hina Rabbani Khar used intensifier through the use of word 'too' to show that she attempted to deliver strong statement in order the audiences notice seriously what she talked about in her speech. It also revealed that Hina Rabbani Khar considered seriously with the topic. Then, she also hoped that the audiences also have same idea with her. In this case, these women's speech features used as boosting device.

Based on the analysis, it was known that the three women politicians mostly use intensifier, hedge, empty adjective, superpolite form, rising intonation, hypercorrect grammar, and speaking in italics in their speech. They used those features in order to show their gender as a woman and status as well educated women since they are women politicians.

5. Conclusion

Based on the analysis, it can be known that women politician used women's speech feature for different purposes. First, as pause device or hesitant device which means that by the use of the features can mitigate bad reaction from audiences since the speaker lack of confidence and feel uncertain with her idea or the speaker got trouble within her speech, the features are hedge, rising intonation, and empty adjective. Second, as politeness device, it indicated that women used women's speech features to show aspect of politeness in order to save the reputation in front of audiences, the features are superpolite form and hypercorrect grammar. Third, as boosting device, women tended to use women's speech feature to strengthen their assertion to persuade audiences that what they talked about was serious matter, the features are intensifier and speaking in italics. Also, some features reflected the communication cultural aspect of the speaker.

References

- Brock, Birgit.(2005). *The Interrelationship between language and culture. Evaluation of Education- on Whose Terms?*.Unpublished Article. Norway.
- Bowes. A.M., Domokos. Meehan T. (1996). Pakistani women and maternity care: Raising muted voices. *Sociology of Health& Illness Vol. 18, No. 1, 1996*. Blackwell Publishers Ltd.
- Hall, E. (1959). *The Silent Language*. New York. Doubly.
- Jiang, Wenying. (2000). *The relationship between culture and language*. ELT Journal Volume 54/4 October. Oxford: Oxford University Press.
- Kim, Lee Su. (2003). exploring the Relation between Language, Culture and Identity.*GEMA Online Journal of Language Studies Vol. 3 (2)*.

- Kwintessential. (2004). *France- Language, Religion, Culture, Customs and etiquette*. Retrieved June 10, 2015, from:
<http://www.kwintessential.co.uk/resources/global-etiquette/france-country-profile.html>.
- Kwintessential. (2004). *Pakistan- Language, Religion, Culture, Customs and etiquette*. Retrieved June 10, 2015, from:
<http://www.kwintessential.co.uk/resources/global-etiquette/france-country-profile.html>.
- Kwintessential. (2004). *American- Language, Religion, Culture, Customs and Etiquette*. Retrieved June 10, 2015 from:
<http://www.kwintessential.co.uk/resources/global-etiquette/france-country-profile.html>.
- Lakoff, Robin. (1975). *Language and Woman's Place*. London :Harper& Row Publishers.
- Lakoff, Robin. (2004). *Language and Woman 's Place*. Text and commentaries. Edited by Mary Bucholtz. Oxford: Oxford University Press.
- Nayyiroh, SitiAnisah. (2012). *Women's Speech Features Used by the Characters of the Young Victoria Movie*. (Unpublished Thesis). Malang: English Letters and Language Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University.
- Rainbo. (2015). *Discrimination of Women Throughout the World*. Retrieved July, 3, 2015, from:
<http://www.rainbo.org/discrimination-of-women-throughout-the-world/>
- Rushfan.(2008). *10 Extreme Examples Gender Inequality*. Retrieved July 3, 2015, from:
[http://www.10 Extreme Examples of Gender% C2% A0Inequality – Listverse/htm](http://www.10%20Extreme%20Examples%20of%20Gender%20Inequality%20Listverse/htm).

Application and Violation of Maxims of Politeness Principle in “Cinderella” Movie

Ayu Triria Puspita Devi, Meinarni Susilowati

*English Language and Letters Department,
Maulana Malik Ibrahim State Islamic University Malang
ayyutriryya@gmail.com*

Abstract

This research focuses on the topic of Politeness Principle (PP) that deals with pragmatic approach. This research aims to find the empirical data on how the maxims of PP are applied and violated by the characters in “Cinderella” movie. This research is conducted using a descriptive qualitative method. The data are the utterances of the characters in “Cinderella” movie that apply and violate the maxims of PP. The data are collected by the researcher as the research instrument. Then, the collected data are analyzed into the application and violation of six maxims of PP such as tact, generosity, approbation, modesty, agreement, and sympathy maxim based on Leech’s theory (1983). The results of the study show that there are six maxims of PP that are applied and violated in “Cinderella” movie. Among those six maxims are: (1) tact maxim, (2) generosity maxim, (3) approbation maxim, (4) modesty maxim, (5) agreement maxim, and (6) sympathy maxim. Furthermore, the result shows that the characters of “Cinderella” movie follow the measurement of the pragmatic scales to express their politeness. Those pragmatic scales are cost-benefit scale, optionality scale, indirectness scale, authority scale, and social distance scale.

Key Words: Maxims of PP, application, violation

1. Introduction

In daily conversation, being polite may maintain comfortable feeling of interlocutors. People need to understand the concept of politeness in their interaction. Politeness becomes a major concern in pragmatics since it is very important in human interaction. Based on Leech (1983: 132) politeness is focusing on relationship between two participants which he labels ‘self’ such as the speaker and ‘other’ such as the hearer. Yet, other may also be applied to a third party, present or absent. Furthermore, Leech makes great contributions to the study of the PP which includes six maxims. Maxim is a succinct formulation of a fundamental principle or rule of conduct. Hence, maxims in PP are the principles of politeness which include Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim and Sympathy Maxim (Leech: 1983: 132).

Politeness is an ability to show a respect to others in order to maintain solidarity and harmony. According to Yule (1996: 60) the politeness in an interaction is defined as a way to show awareness of

another person's face. Showing awareness for another person's face when the other seems socially distant is often described in the term of respect or deference. Leech (1983: 132) considers the politeness as a phenomenon focusing on a relationship between two participants, which he labels 'self' such as the speaker and 'other' such as the hearer. According to Liu (2012) Politeness Principle (PP) is taken as the general guidelines to successful human communication which draws most attention from people. Personally, PP involves the use of language to keep the smooth interaction, socialization, and good relationship. In this case, Yule (2006: 129) states that the general principles of politeness might include being tactful, generous, modest and sympathetic towards others.

Leech (1983) formulates PP is basically minimizing (all things being equal) the expression of impolite beliefs, and maximizing (other things being equal) the expression of polite beliefs. Thus, PP is a series of maxims, which Leech has proposed as a way of explaining how politeness is operated in conversational exchanges. To determine the maxims of PP, it is needed the context of the utterances. To relate to the context, understanding the pragmatic study is required to know the meaning that involves identifying the context that will make sense of an utterance. Based on Grundy (2000: 72) there are three kinds of context in a conversation that deal with deixis, speech acts, and implicature. Different kinds and degrees of politeness are called for different situation or context. Then, illocutionary functions of speech act are classified to relate with social goal of establishing and maintaining comity. Then, Searle (1965) categorizes illocutionary acts into five basic types namely assertives/ representatives, directives/ impositives, commissives, expressives, and declarations (Leech, 1983: 105). Speech act theory is related to the politeness theory because the types, except declarations, give a particular effect to the hearer positively or negatively. Positive politeness is mostly found in commissives and expressives. On the other hand, sometimes, negative politeness is found in directives. Besides, its relation to maxims of PP is caused by the politeness uses those speech act types, except declarations, to choose the utterance. Therefore, those utterances can be classified into the maxim of PP.

2. Research Method

This research was categorized as a descriptive qualitative research because this research basically aimed at describing the data in the form of utterances in the text script. Then, the data were explained descriptively based on the research problems, how the maxims of PP were applied and violated by the characters in "Cinderella" movie. The research used the pragmatic approach because the researcher investigated the using of maxims of PP in "Cinderella" movie. In other

words, this research investigated the subject from the conversations of the characters in “Cinderella” movie which dealt with the politeness study.

The data of this research were in the forms of utterances which contained the maxims of PP in the text script of “Cinderella” movie. The script was taken from: <http://subscene.com/subtitles/cinderella-2015/english/1092406> in the form of WinRARZIP archive. It was a well-known official website. The main instrument of this research was the researcher herself who investigated, collected, and analyzed the data. The data about the utterances of the characters were collected through a documentation following some steps. Firstly, the researcher hunted for the transcript and it was printed out to comprehend the utterances. Secondly, she watched the movie to see the context of the dialog in the script. Thirdly, she underlined the utterances that potentially contained the types of speech act: assertive/ representative (e.g stating, boasting, complaining, claiming, reporting, etc.), directive/ impositive (e.g ordering, commanding, requesting, advising, recommending, and inviting) and commissives (e.g promising, vowing, and offering), and expressives (e.g thanking, congratulating, pardoning, blaming, praising, condoling, etc.). The underlined utterances of speech act which potentially contained the maxims of PP were selected and marked. The last, the conclusion of the collected data were drawn to be continued in data analysis.

After collecting the data from the movie, the data were analyzed. There were some activities in analyzing the data. Firstly, the contexts of the selected utterances in the conversation that contained maxims of PP in “Cinderella” movie were explained. Secondly, the data were determined based on its speech acts to the types of illocutionary act. Then, the data were classified into tact maxim (minimize cost and maximize benefit to other), generosity maxim (minimize dispraise and maximize praise to other), modesty maxim (minimize praise and maximize dispraise to self), agreement maxim (minimize disagreement and maximize agreement between self and other) and sympathy maxim (minimize antipathy and maximize sympathy between self and other).

In addition, the researcher discussed how the characters in the movie applied or violated the maxims of PP. In addition, the researcher explained what pragmatic scales of the utterances that used by the characters. Each of the six interpersonal maxims has a set of scales to establish the requisite degree of politeness. There are cost benefit scale (scale that oriented in cost and benefit for speaker and hearer), optionality scale (to assess the degree of the illocution performed to a degree of option), indirectness scale (to rank of direct/ indirect meaning in conversation), authority scale (power relation), and social distance scale (social status). The last, conclusion was drawn.

3. Findings and Discussion

3.1 Findings

The data were arranged based on the chronological story of the movie. The data had been reduced from 71 to 11 for the application of PP and from 60 to 8 for the violation of PP, in order to avoid the repetition of similar among data. The explanation of the findings is showed to the following data tabulation:

Table 1: Data tabulation of the application of PP

The Application of PP	Data	Speech Act	The Speaker (S) and The Hearer (H)
Tact Maxim	King: "I can become the father you deserve. You must not marry for advantage. You must marry for love. Find that girl. Find her". (19.1)	Directive/ Impositive	S: King H: Prince
Generosity Maxim	Ella's Father: "What would you like me to bring you home from abroad? You know, your sisters... uh, stepsisters, have asked for parasols and lace. What will you have?" (6.1)	Commissive	S: Ella's father H: Ella
	Ella: "Yes. Yes, yes, yes. I think I can find something for you". (16.1)	Commissive	S: Ella H: Old women
	Prince: "May I?" (18.1)	Commissive	S: Prince H: Ella
Approbation Maxim	Ella: "Oh, it's so pretty". (2.1)	Expressive	S: Ella H: Ella's father
Modesty Maxim	Prince: "You don't know who I am? That is...They call me Kit. Well, my father does when he's in a good mood". (11.1)	Assertive/ Representative	S: Prince H: Ella
	Prince: "I am an apprentice monarch, still learning my trade". (17.1)	Assertive/ Representative	S: Prince H: Ella
Agreement Maxim	Ella: "Then I believe in everything, too". (1.1)	Assertive/ Representative	S: Ella H: Mother
	Prince: "Alright, Father, on one condition. Let the invitations go to everyone, not just the nobility". (13.1)	Assertive/ Representative	S: Prince H: King

Sympathy Maxim	Doctor: "I'm so sorry". (3.1)	Assertive/ Representative	S: Doctor H: Ella's father
	Ella: "Thank you. It must have been very difficult for you". (9.1)	Assertive/ Representative	S: Ella H: Farmer John

Table 2: Data tabulation of the violation of PP

The violation of PP	Data	Speech Act	The Speaker (S) and The Hearer (H)
Tact Maxim	Ella: "You'll leave him alone, won't you?" (12.1)	Directive/ Impositive	S: Ella H: Prince
	Stepmother: "You must return to town right away and tell that seamstress to run us up three fine ball gowns". (14.1)	Directive/ Impositive	S: Stepmother H: Ella
Generosity Maxim	Stepmother: "It seems too much to expect you to prepare breakfast, serve it and still sit with us. Wouldn't you prefer to eat when all the work is done, Ella?" (10.1)	Commissive	S: Stepmother H: Ella
Approbation Maxim	Anastasia: "She's skinny as a broomstick!" (4.1)	Expressive	S: Anastasia H: Ella
	Anastasia: "And in all that time, they never thought to decorate?" (5.1)	Expressive	S: Anastasia H: Ella's father
Modesty Maxim	Ella: "Oh, well, my bedroom's the biggest besides yours and Father's. Perhaps they'd like to share it". (7.1)	Assertive/ Representative	S: Ella H: Stepmother
Agreement Maxim	Ella: "Wouldn't you like to know a bit about him before you marry him?" (15.1)	Assertive/ Representative	S: Ella H: Drissela
Sympathy Maxim	Stepmother: "We're ruined. How will we live?" (8.1)	Assertive/ Representative	S: Stepmother H: Farmer John and Ella

3.2 Discussion

The purpose of the present research was to analyze the maxims of PP in "Cinderella" movie. The result showed that all six maxims of PP

were used by the characters. The tact and generosity maxim were applied in Searle's (1965) speech act theory, commissives and directives called by Leech (1983) as impositives. The directive or impositive datum of tact maxim was the datum (19.1). The datum (19.1) included a commanding utterance. The generosity maxim was applied in directive or impositive and commissive. The commissive data of generosity maxim were the data (6.1), (16.1) and (18.1). The data (6.1) and (18.1) included offering utterances while the datum (16.1) included a promising utterance. The data of the approbation maxim were obtained from representatives or assertives and expressives. The expressive datum was the datum (2.1) that included a praising utterance. Meanwhile, modesty maxim was an effort to maximize dispraise to self and minimize praise to self. The data were from representative or assertive e.g the data (11.1) and (17.1) that included stating utterances. The agreement maxim ran in representative or assertive, e.g the data (1.1) and (13.1) that included stating utterances. The sympathy maxim was also running in representative/ assertive, e.g the data (3.1) and (9.1) that included stating utterances.

The examples of the violation of the tact maxim which were obtained from directive/ impositive were the data (12.1) and (14.1) that included commanding utterances. Then, the example of the violation of generosity which was obtained from commissive was the datum (10.1) that included a promising utterance. Next, the data of the violation of approbation maxim which were obtained from expressive were the data (4.1) and (5.1) that included blaming utterances. Besides, the violation of modesty maxim was the datum (7.1) that was obtained from assertive/ representative. This datum (7.1) included a stating utterance. The datum (15.1) was the example of the violation of agreement maxim that was obtained from assertive. This datum (15.1) included a complaining utterance. The last was the example of the violation of the sympathy maxim that was obtained from assertive/ representative was the datum (8.1). This datum (8.1) included a stating utterance.

In addition, it was found that the characters showed their politeness by following the measurement of some pragmatics scales. In Leech's politeness principle, each of the six interpersonal maxims had an associated set of scales (Leech, 1983). The characters used cost-benefit scale when the benefit for the hearer was higher than the cost or the cost for the speaker was higher than the benefit. Then, the optionality scale was used when the speaker gave the addressee an option to answer or respond his question. The other was indirectness scale that operated when the speaker used the indirectness utterance. The higher indirect utterance was the more politeness. Besides, the scale was an authority or power scale. This scale operated between person who had a power and lower authority. The lower authority sometimes was more polite to the one who had a power, for example a commoner to the nobility. The last was the social distance scale. It was used when the participants were

different in a status. It was used to show the position or the distance of the relation of the speaker and hearer.

4. Conclusion

After conducting research and discussing the research problems about PP, it is concluded that the characters of “Cinderella” movie applied and violated all of the 6 maxims of PP such as tact, generosity, approbation, modesty, agreement, and sympathy maxim. In addition, the characters of “Cinderella” movie show their politeness by following the measurement of the pragmatics scales, which are the cost-benefit scale, the optionality scale, the indirectness scale, the power/authority scale, and the social distance. If the people do not show their utterances by following the pragmatic scales, their utterances may not be accepted. In other words, their utterances can be considered as impolite utterances. Hence, maxims of PP should be practiced in daily life in order to establish the social relation and maintain a good communication.

References

- Grundy, P. (2000). *Doing Pragmatics (2nd edition)*. New York: Oxford University Press.
- Leech, G. N. (1983). *Principles of Pragmatics*. New York: Longman Inc.
- Liu, F. (2012). A Study of Principle of Conversation in Advertising Language. *Theory and Practice in Language Studies*, 2(12), 2619-2623. doi:10.4304/tpls.2.12.2619-2623
- Subscene. Cinderella Subtitle. Retrieved April 21st, 2015 from <http://subscene.com/subtitles/cinderella-2015/english/1092406>. Accessed on 21st April 2015
- Yule, G. (1996). *Pragmatics*. New York: Oxford University Press.
- Yule, G. (2006). *The study of language (3rd edition)*. Cambridge: Cambridge University Press.

The Internationalism of Indonesian Language and Culture: in the relation with Australia and Singapore

Dewi Gita Puspitasari

*Maulana Malik Ibrahim State Islamic University of Malang
dewigitapuspitasari@yahoo.co.id*

Abstract

Globalization gives many effects to society activities such as economy, culture, technology and politic. It affects all sectors in a nation rapidly, for people are interested in tasting new things. In this paper, therefore, the author tries to analyze the effect of globalization concerning with Indonesian language and culture globalizing around the world especially in Australia and Singapore. This paper has two goals; the first aim is to determine the effects of globalization on the existence of regional cooperation between Indonesia and Australia through Indonesian national language. The second is to raise awareness of Indonesian young generations to uphold its own national culture since their culture is their own identity in this world. Indeed, these goals attempt to reveal the perceived challenges of globalization for Indonesia and the internationalism forms supposed to achieve. Data shows that the case is about the possibilities of Indonesian language become international language and culture ownership of a song "Rasa Sayange". The author uses an interview method by asking opinions from Australian, Singaporean, and Indonesian. Besides, analyzing data and predicting the future prospects are other approaches to derive logical and compatible conclusions.

Keywords: globalization, internationalism, Indonesian language in Australia, Indonesian culture in Singapore.

1. Introduction

Globalization is not a new phenomenon in human civilization. Unconsciously, it started long time ago without certain period of time as people never named it. However, people noticed that it came up about twenty years ago and started quite popular around ten years previously. As people know, globalization is like a magic phenomenon because it touches all countries, nations, societies, aspects and even little things throughout the world. It happens because globalization does not have limitation. Instead, it creates new challenges for people to be solved for a better life. Robertson (1992) said that globalization would make the society more creative and prosperous but also more vulnerable. It shows

the process of globalization is spreading out rapidly to increase people's way of thinking and life but people should always be careful toward the effects of globalization so it may give them more benefits.

It's not wrong if globalization also becomes a new power to determine a country's prosperity. For instance, America has globalized their products, especially food around the world including Indonesia. There are many restaurants which belong to American, one of which is Mc Donald in Indonesia. They offer food like hamburger, burger, hot-dog and so on. Moreover, they create new taste for burger like chicken burger to suit the taste with people in Indonesia. Not only burger, but also pizza coming from Italy has also globalized in Indonesia smoothly. Indonesian people really love it as a new taste, and it seems really attractive to eat. It becomes measurement for people to be categorized as the rich if they come and eat these food. Therefore, it gives a gap among people who are rich and poor sometimes. People throughout the world can enjoy these food due to the fact that Mc Donald is available everywhere. Knowing this fact, the process of globalization has given a benefit for some people, especially the owner of Mc Donald. Despite different cultures, middle-class youth all over the world live their lives as if in a parallel universe. They get up in the morning, put on their Levi's and Nike, grab their caps and backpacks, and Samsung personal CD players and head for school (Klein, 2000).

As a special phenomenon, globalization touches all important aspects of life. Therefore, it is not only touching product, food, and style but also language and culture. Globalization cannot run smoothly if the subject or the doer of globalization does not have experience. Then, the experience itself can be got from their own culture or another culture from another country. Globalization affects culture in a country. It can change the culture without any obstacles like what American do with their Mc Donald toward eastern country like Indonesia. They successfully bring Indonesia to follow their lifestyle which is very popular in this modern era. Thus, Indonesian people know and love western product and style. People will found western style on Indonesian people. This phenomenon actually describes "a war in a colonization". The strong country colonizes weak country with their culture. Therefore, we can call it as "a culture war". It happens because it is impossible to colonize a country using a sword. Many countries have reached their independence and freedom. And therefore, they use culture as the weapon to attack a country. Furthermore, the role of a language also determines how the process of globalization can reach the prosperity. The way people talk, offer, sell and think about objects is the important one. People should know such things as a good strategy in marketing field.

In this era, Indonesian language has globalized in several countries. It is proven that Indonesian language has been being taught in 45 countries as a foreign language like in Australia, Netherlands, and many other countries. This phenomenon may make Indonesian official

language as an International language. It gives more benefits for Indonesia. It may influence the culture in Indonesia. When people know Indonesia and its language, they will also know the culture. Therefore, the author wants to remind to keep and save the culture because culture is a country's identity. People notice everything from the identity.

2. Research questions

1. How does Indonesian language affect Indonesia's economy through a process of globalization?
2. How do Indonesian people preserve their culture in this globalization era?

3. Purpose of study

The purpose of this study is to explore the good relationship between Indonesia with Australia and also Indonesia with Singapore. Certainly, Indonesia and those countries try to avoid a culture war among them like what the authors explains above because they have a good cooperation for many years. Therefore in this study the language is seen as the power affecting the progress of the country in globalization. As this study views that there is no cultural war through the relationship it means no colonizer and no colonized.

4. Finding and discussion

a.) Indonesian language in Australia

Although socio-cultural and political interactions among countries are important aspects of the internationalism or integration of a country into the world, it cannot be denied that economic interaction or linkage is the most dominant factor affecting the growth and development of a national economy (Heller, 2003). Globalization mostly helps a country in developing their national economy. It may become the major point of the result of globalization, yet that vision cannot be achieved if there is no bridge. The bridge in this case is language. Language does affect the process of agreement, confession, and other cases when people are connecting (Baker, 1992).

As official language of Indonesia, Indonesian language is taught well in Indonesia. But in this age, I do know that Indonesian language is also taught in other country like in Australia. It becomes an extra lesson for Australian students. Most schools in Australia teach Indonesian language in their school like in Melbourne, Indonesian language is being taught in Deakin University, Christian college, point Lonsdale primary school, Drysdale primary school, St Ignatious, Bellarine secondary, and Newcomb secondary. Moreover, Deakin University, Australia has

cooperated with Maulana Malik Ibrahim State Islamic University (UIN MALIKI), Malang to study Indonesian language. Many students are interested in studying Indonesian language. They think Indonesian language is unique and not too difficult to learn. They also think that Indonesia is a country across their country and rich of culture, so it successfully fascinated them. The relationship and cooperation between Deakin University and UIN MALIKI Malang is a great example to introduce Indonesian language and culture throughout the world. It is not impossible if Indonesian language becomes an international language so it is known by all countries in universe. If many people know Indonesian language it will develop many sectors in Indonesia.

The role of language in this business is encouraging Indonesian government to sell the products by packaging the products in Indonesian not in English. Most food packages from Indonesia are in English, it would be better if it is Indonesian because it will be more attractive and seems so different from other products so people in overseas will know that the products is from Indonesia. In addition, most Australian knows Indonesian language so it is not too difficult for them to read the ingredients and the company which manufactures the products. Through this way, Indonesian language will be globalized throughout Indonesia.

Indonesian language can be developed in education and social-culture as well. By learning a language from a country, people will get knowledge and understanding toward the country. So it can enlarge their connection and get good interaction and communication with good people all over the world. Connection is very significant for people to enhance people in their cross cultural understanding.

Australian is also interested in learning Indonesian language because of Indonesian culture. They are amazed with Indonesian culture so they try to found it out by learning Indonesian language. It is a good point that we have a good point that we have various cultures. They will be going to travel to Indonesia to enjoy the beautiful tourism places and greet nice people. Surely, this increases the income of Indonesia. It is pretty good to grow up the economy in Indonesia. Besides, they can practice Indonesian language with Indonesian native speaker directly. So, they can swap thought, idea and the important one is having good interaction and friendship among them.

b.) Indonesian culture in Singapore

Singapore is the nearest country to Indonesia. There are many similarities between Indonesia and Singapore. They may have similar language, accent, ethnics, religion, lifestyle, culture and so on. This could happen since we are in the same continents and the distance between them is not really far so it is not a new thing to be known.

Indonesia is an archipelago country. It spreads away from Sabang to Merauke, therefore, Indonesia has various culture. People do know that Indonesia has various ethnics, various traditional songs and dances,

various religion, various arts, etc. Most cultures of Indonesia are not registered to UNESCO (United Nations Educational, Scientific and Cultural Organisation). It sometimes creates a confrontation between countries like Indonesia and Singapore; Indonesia and Malaysia as well.

In Singapore, there is a tourism place named Clarke Quay, Singapore River. In this tourism place, people will hear a traditional song from Indonesia with a title "Rasa Sayange" while they are riding the boat to enjoy Singapore city. This could happen in this age as the result of globalization. Culture from Indonesia has already become so popular through the process of globalization so it could be known easily. Unfortunately, this song is not introduced as Indonesian's song which is especially from Ambon, Maluku. Nevertheless, Singaporean admits that this song belongs to them. This case becomes huge problem for Indonesia because Indonesia may lose its culture and it usually causes a confrontation for both countries.

The confrontation actually comes up because of three major things. Firstly, Indonesia should register all its cultures to UNESCO. It is important since UNESCO has authority to preserve culture ownership. If "Rasa Sayange" song was registered in UNESCO long time ago, other country would not cheat it. Secondly, it is lack of caring from Indonesia's young generation. They should preserve their own culture because it is heritage from their ancestors. They should keep it to strengthen the ownership status. Thirdly, it is because there is a misunderstanding among countries in ASEAN about the meaning "Nusantara". In Indonesia, Nusantara is defined as archipelago country in which is from Sabang till Merauke. However, Singapore defines Nusantara as Nusantara country, which includes Indonesia, Singapore, Malaysia and South Thailand which speak Malay. Meanwhile, "Rasa Sayange" song is written in Malay. This becomes a big problem then. Singapore thinks it belongs to Nusantara country because the lyric is in Malay but Indonesia thinks that it is Indonesian song. Therefore it would be better to hold a conference among ASEAN countries to determine the definition of Nusantara. It is one of many ways to avoid a confrontation among countries with similar characteristics.

5. Conclusion

Globalization is extra-ordinary phenomenon in society's life. It successfully influences all aspects in human activities and run smoothly without any certain obstacles. The process of globalization creates many effects whether it is positive or negative. People may find them easily since there are many examples of the result of globalization. Then people should be smart to accept the globalization itself and take the advantages only to increase their prosperity. For Indonesian young generation, they

should know and keep all their cultural heritages because the culture they have is their identity in this world.

References

- Baker, C. (1992) . *Attitudes and Language*. Clevedon: Multilingual Matters
- Heller, M. (2003). *Globalization, the new economy, and the commodification of language and identity*. Canada: University of Toronto
- Klein, N. (2000) No Logo. Flamingo: London.
- Robertson, R. (1992). *Globalization: Social Theory and Global Culture*. London: Sage.

Biodata

DEWI GITA PUSPITASARI is studying English Language and Letters in Faculty of Humanities Maulana Malik Ibrahim State Islamic University of Malang. Her current interest is on linguistics and literature studies.

CODE MIXING IN INDONESIAN TELEVISION PROGRAM: A CASE OF *OPERA VAN JAVA*

Agwin Degaf¹, Zainur Rofiq²

Department of English Language and Letters
Maulana Malik Ibrahim State Islamic University Malang, East Java
agwindegaf10@gmail.com, zainurrfq@gmail.com

Abstract

This paper aims at exploring the use of code mixing in the comedy program of *Opera Van Java* (abbreviated OVJ). The results show that there are two forms of code mixing used, namely lexical and phrasal code mixing. Besides, this study reveals the use of two types of code mixing, namely outer code mixing and inner code mixing. The *inner code mixing* in that program can be divided into Indonesian informal variety, Jakarta Indonesian dialects, Sundanese code mixing, and Javanese code mixing. While the *outer code mixing* found in OVJ are English and Arabic code mixing. Further analysis also shows that there are some causes of code-mixing in OVJ, namely code mixing that occurs due to the background of the speaker, the relationship between the narrator and hearer, and due to the situation of speech. The underlying forces affecting the occurrence of code mixing in OVJ are the area of origin and religious background of speakers. Additionally, an intimate relationship between the speaker and the hearer also triggers code mixing because those speakers may be more relaxed and comfortable in choosing which language code to use.

Keywords: code mixing, inner code mixing, outer code mixing, OVJ.

1. Introduction

This article tries to reveal the extent of sociolinguistic analysis approach in studying language in situational humor. Considering that humor is essentially a deviation of the language use to ridicule the listeners and makes them laugh. A comedian is required to be able to expend utterances that can make the audience laugh, and therefore, it is realized or not, the use of diction and expression conveyed interestingly and not boring (Mahendra, 2010). The comedian is supposedly able to make the audience entertained and expend a sense of humor (smiling, laughing, and feeling happy). Humor is formed due to the existence of a cultural behavior or manipulation of specific language elements, whether made verbally or with specific reference. Humor as a stimulus may

generate an aesthetic effect, funny, and functional according to its user (Wijana, 1996: 3-16). Language is one of the means used in humor to create cuteness or ridicule its listeners.

Opera Van Java (abbreviated OVJ) is a comedy show in the Indonesian television station, Trans 7. The idea of the show is the modern version of the puppet show. In OVJ, actors and actresses improvise their acting without memorizing a script beforehand and guided by a puppeteer. The "puppet" played by some comedians, like Nunung, Aziz *gagap*, Andre Taulany, and Sule, while puppeteer is acted by Parto Patrio. There are also traditional music players of the typical Javanese musical instruments and a couple of *sinden* who sing pop songs. Guest stars are also often invited on each episode. The plays are usually played on the modified Indonesian folklore, the story of a famous person's career, fiction, ghost stories, stories from other countries, or other popular stories. OVJ's uniqueness lies in its improvised jokes with the cues from the puppeteer. However, the story's plot is always messy because the comedian certainly deviated from the outline directed by the puppeteer. Occasionally, when feeling annoyed and ignored, the puppeteer himself will finally intervene the current play. He eventually will get on the stage and watch the story, often interfere the story or even being mocked.

The comedians in OVJ often use code-mixing in their humors and conversations. It is because the background of the OVJ's comedians is varied. For example, Sule comes from Bandung and has a very strong Sundanese accent, Parto from Central Java, Nunung from East Java, while Andre and Aziz have very strong *betawi* background. The unification of different backgrounds on a stage leads to the use of Code Mixing. Besides the diverse background of each OVJ's comedian, invited guest stars also often have different languages background. Not infrequently, the OVJ's comedian must play in a sketch with guest stars from other countries that lead them to use code mixing between Indonesian and English.

Code mixing occurs when a speaker predominantly uses a language interspersed with elements of other languages. It is usually associated with the characteristics of the speaker, such as social background, level of education, and religiosity. Usually, the prominent characteristic that is prone to the use of code mixing is the informal situation. Additionally, it might be due to the limitations of language, an expression in the language has no equivalence in other languages, although it only supports one function.

Examples of code-mixing contained in one of OVJ's sketches as follows:

Sule : "Ini bajaj sudah dibersihkan? Karbulatornya sudah di sedot?"

Neneng : "Sudah...*no!*"

Sule : "Sudah *you* sedot?"

In the example above, the type of code mixing is called *outer code mixing*. *Outer code mixing* is a code-mixing that occurs due to the insertion of elements from a foreign language with all their variations (Suwito, 1985: 76), while the code-mixing that occurs due to the insertion of elements derived from the native language with all their variations is called *inner code mixing* (Suwito, 1985: 76). In the italics examples above, the word *no* and *you* are mixed words derived from English.

The occurrence of code mixing, among other things, can be caused by speakers' background. The background in this case can be the speakers' educational background and regional origin. The examples above demonstrate the use of code mixing that occurs due to the background of the speaker. In this case, Neneng as the foreign guest star in that episode is surely very fluent in English. Meanwhile, Sule is an Indonesian—originating from Sunda—who only understands a few English words. This results in the use of code mixing in their utterances. Neneng, who knows Indonesian little, has mixed it with English words, while Sule who is fluent in Indonesian and knows English little also uses code mixing in his utterance. The occurrence of code mixing above is caused by the speakers' background in which Neneng's ability of Indonesian is limited, while Sule's English is also limited.

This brief article tries to focus on the types and causes of code mixing in Opera Van Java (OVJ). While the data used in this paper are utterances used by the OVJ's comedians when they performed the play entitled "Bajaj Bajuki", a pun of the famous sitcom in 2004's "Bajaj Bajuri". Although this paper only focuses the discussion on code mixing, short description of the code switching remains listed as a reference in analyzing the problem of code mixing. The difference between the code switching and code mixing is that, the former's changes are at the level of sentence(s), while the latter's changes only limited to words, idiomatic phrases, and others, which are not the level of the sentence.

2. Discussion

In this paper, the types of code mixing found in Opera Van Java (OVJ) are viewed by taking into account Suwito (1983) who distinguishes code mixing into inner and outer code mixings. *Inner code mixing* occurs when linguistic elements derived from the original language with all its variations (Suwito, 1983: 76). Therefore, it maybe fair to say that inner code mixing occurs between the regional languages. The inner code mixing found in OVJ includes elements of the informal Indonesian variants, Jakartanese dialect of Indonesian, Javanese, and Sundanese. Javanese and Sundanese included in this type because both are the family of the Indonesian language. The inner code mixings found in Opera Van Java are as follows.

1. Code Mixing of Indonesian Informal Variants

In OVJ's sketches, code mixing often occurs in the range of informal Indonesian, such as follows:

Sule : "*Bilangin* saja masih tidur"

Azis : "Tapi *ntar* kalo emak marah *gimana*?"

In both examples above, we found a few words that are commonly used in variety of informal Indonesian. As part of the Indonesian informal variety, these words actually have equivalent words in Indonesian formal variety. In Sule's utterance, the word *bilangin* derived from the word '*bilang*' in Indonesian formal variety. The same goes true for Aziz's utterance. The words '*ntar*', '*kalo*', and '*gimana*' have equivalent words '*nanti*', '*kalaupun*', and '*bagaimana*' in Indonesian formal variety.

2. Code Mixing of Jakarta's Indonesian Dialect

In addition to a variety of informal Indonesian, there is also code-mixing of Jakarta's Indonesian dialect. Examples are as follows:

Sule : "*Gue* *dijorokin* sama dia *bang*!"

Andre : "Wah..."

Sule : "*Bang*, aku keguguran"

The example above elicits the code mixing Jakarta's Indonesian dialect. The word '*gue*' (I) pronounced by Sule is equivalent to '*aku*' in Indonesian, and the word '*dijorokin*' (being pushed) which means '*didorong*' in Indonesian. The word '*bang*' (brother) in the example above is also a variety of Jakarta's Indonesian dialect, which has the equivalent word '*kakak*' in Indonesian.

3. Sundanese Code Mixing

In Opera Van Java, we also found several code-mixing samples in Sundanese language. Examples are as follows:

Andre : "dipilih..dipilih.."

Ibu : "eh *maap*, ini *teh* siapa ya?"

The abovementioned code mixing occurs when Andre—acting as a mortgagee—offered merchandise to a mother who comes from Sunda. The Sundanese word '*maap*' in the above example has equivalent Indonesian word '*maaf*', and the use of Sundanese particle '*teh*'.

4. Javanese Code Mixing

The code mixing in Opera Van Java also includes the insertion of Javanese language's elements, as illustrated in the following excerpt:

Nunung: "makanya *prenjaknya ngglanter*, ternyata mau ada tamu"

Azis : "silahkan duduk"

Nunung: "Iho, *iki* rumahku!"

In the example above, the Java code mixing takes the form of a phrase '*prenjak ngglanter*' (the singing prenjak bird) which means '*burung prenjak yang berkicau*' in Indonesian. Another example is the word '*iki*' (this) which means '*ini*' in Indonesian.

Besides these samples of *inner code mixing*, we also found some examples of *outer code mixing*. Outer code mixing occurs due to the insertion of elements of a foreign language. The outer code mixing found in Opera Van Java is insertion of the English language elements in the comedian's speech. Examples are as follows:

Sule : "Aku mau narik Bajaj dulu"

Eneng : "you mau drive?"

The above examples demonstrate the sample of English code mixing in Eneng's speech. Here, Eneng was a foreign guest star. The Inserted English words in the example above are 'you' which means 'kamu' in Indonesian, and the word 'drive' in Indonesian which means 'mengemudi'.

In addition to English code mixing, in fact, there is also an Arabic code mixing found in Opera Van Java, but the insertion of the Arabic word is common in daily Indonesian speech. The example of Arabic code mixing is:

Azis : "Bang..."

Andre : "Ya Allah, kamu..."

Azis : "siapa ya?"

The Arabic code mixing contained in the example above is 'Allah' (God) which means 'Tuhan' in Indonesian.

Some sample exposures above show the code-mixing found in OVJ falls into two types, namely *inner code mixing* and *outer code mixing*, each comes with several variants. Besides, we also sought to analyze the cause of the code mixing's occurrence.

The causes of code-mixing, according to Suwito (1983), can be categorized into two types, namely *attitudinal type* and *linguistic type*. Attitude background is the background of the code mixing with regard to linguistic attitudes and the role of speaker, while the linguistic background is the aspect of code mixing associated with orthographic matters. Based on these types then the cause of code-mixing can be identified, namely the identification of the role, the identification of varieties, and the desire to explain or interpret (Suwito, 1983: 77).

Code mixing that occurs because of the speakers' background belongs to the type of attitudes background and shows the identification of speaker's role. For example:

Sule : "Aku mau narik Bajaj dulu"

Eneng: "you mau drive?"

The English code mixing in the example above shows the origin of the speaker. In this case, the speaker is a foreigner who is not too fluent in Indonesian and, therefore, so often uses English code mixing.

There are also examples of code mixing that occurs because of religious background of the speakers, such as:

Azis : "Bang..."

Andre : "Ya Allah, kamu..."

Azis : “siapa ya?”

The abovementioned code mixing is due to the influence of the speaker's religion or religious background. From the use of the Arabic word 'Allah' (God) in the example above It can strongly be inferred that Andre is a Muslim, who knows and often spontaneously uses Arabic lexicons.

In addition to code mixing that occurs due to the background of the speaker, code mixing may occur because of the relationship between the speaker and the hearer also belongs to the type of attitudes background and shows the identification of speaker's role. Examples are as follows:

Andre : “*lu* kenal *gue* nggak *bro*?”

Azis : “iya...iya”

In the above example, code mixing occurs because of the intimate relationship between speaker and hearer. Because of that familiarity, speakers become more relaxed in choosing the language to use or mix. In the example above, the speaker uses the word in Indonesian dialect of Jakarta, the words 'lu' (you), 'gue' (I), and 'bro' are typically used to communicate with very close friends. It shows that the choice of language indicates if the speaker feels familiar with the hearer.

In addition to code-mixing's causes above, we also found code mixing that occurs due to the influence of speech situation in OVJ. Speech situation indirectly forces speakers to perform code mixing. For example:

Sule : “Kamu siapa?”

Azis : “Reynold”

Sule : “Reynold *ndasmu* itu!”

Nunung: “kayak *ndas* ayam aja”

In the above example, code mixing occurs because of the speech situation. Opera Van Java is a puppet comedy show, therefore the above utterances were in the context of humor. The Javanese code missing word 'ndasmu' which tends to be rough is merely a joke to make the audience entertained. Furthermore, the example above can also be categorized as code mixing caused by an emotional situation. It is very often that someone changes the code language to express his emotion or anger. The Javanese word 'ndasmu' used by the speaker to show his anger against the hearer. The word 'ndasmu' corresponds to the word 'kepala' (head) in Indonesian formal variety.

3. Conclusion

From the above discussion, it can be concluded that the code mixing contained in the Opera Van Java comedy takes the forms of words and phrases. The results also show that there are two forms of code mixing used, namely lexical and phrasal code mixing. Besides, this study reveals the use of two types of code mixing, namely outer code mixing and inner code mixing. The *inner code mixing* in that program can

be divided into Indonesian informal variety, Jakarta Indonesian dialects, Sundanese code mixing, and Javanese code mixing. While the *outer code mixing* found in OVJ are English and Arabic code mixing.

Further analysis also shows that there are some causes of code-mixing in OVJ, namely code mixing that occurs due to the background of the speaker, the relationship between the narrator and hearer, and due to the situation of speech. The underlying forces affecting the occurrence of code mixing in OVJ are the area of origin and religious background of speakers. Additionally, an intimate relationship between the speaker and the hearer also triggers code mixing because those speakers may be more relaxed and comfortable in choosing which language code to use.

References:

- Fasold, R. (1984). *The Sociolinguistics of Society*. Oxford: Basil Blackwell.
- Holmes, J. (1992). *An Introduction to Sociolinguistics*. London: Longman Group UK Limited.
- Hudson, R. A. (1996). *Sociolinguistics: Second Edition*. Cambridge: Cambridge University Press.
- Suwito. (1985). *Pengantar Awal Sociolinguistik: Teori dan Problema*. Surakarta: Henary Offset.
- Rahardjo, M. (2002). *Pengantar Penelitian Bahasa*. Malang: Cendekia Paramulya.

SPEECH FEATURES USED BY WILLY LOMAN IN MILLER'S *DEATH OF A SALESMAN*

Robby Nugraha

Chatarini Septi Ngudi Lestari

STIBA SATYA WIDYA SURABAYA

robby.nugh@gmail.com

chatarinisnl@gmail.com

Abstract

This research focuses on men's speech features which are used by Willy Loman as the main character in the drama text *Death of a Salesman* by Arthur Miller. The aims of this study are to classify the kinds of men's speech features, to describe how men's speech features occur, and to explain the reason why men's speech features are used. This analysis has three steps to collect the data. The first, reading the drama text carefully. The second, segmenting the dialogues into fragments. The last, identifying the data. It is found that there are four kinds of men's speech features which are used by Willy Loman. They are vernacular forms, taboo or swear words, interruptions, and verbal aggressiveness. Kind of men's speech feature that mostly used in this research is interrupt feature.

Keywords: gender, speech features, masculinity

1. Introduction

Speech is the way of speaking. As stated by Coates (1986: 161) speech is an act of identity: when we speak, one of the things we do is identify ourselves as male or female. In everyday life, men prefer to talk about sports, business, politics and automotives while women tend to avoid those topics, they prefer to talk about shopping and gossip. It means that male and female have different roles in community which influence their speech.

Gender affects how men and women use language in social contexts. The way men speak is different from women. Trudgil (1983: 88) says the concept of masculinity has made a stronger pressure on men than women. So, men's speech will be less 'correct' than women speech. From the statement above, it may say that women tend to speak more formal whereas, men tend to speak less formal. When men speak less formal, it is regarded as a part of masculinity.

Men have their own features in using language. There are certain features of men's language that give the impression men are stronger and masculine. For example, men tend to use the term like "damn" or "shit" to express their anger. But, women are likely to use "oh, dear" or "my goodness" when they are angry. The difference between using "damn" or "shit" and "oh, dear" or "my goodness" is how strongly someone allows oneself to feel about something. In other word, the strength of an emotion conveyed in a terms corresponds to the strength of particle.

To get an objective description of men's speech features, it needs an analysis of it. The drama text entitled *Death of a Salesman* is used as a source of data. In this drama, there are tendencies of women and men characters to use some different language forms due to their gender differences that have a relationship with this analysis. But this analysis focuses only on the men's speech features which are used by Willy Loman as the main character in this drama.

2. Review of the Related Theories

2.1 Sociolinguistics

Sociolinguistics deals with the language which is used to communicate among people in society. Holmes (2001: 1) states that Sociolinguistics is the study of relationship between language and society. They are interested in explaining why we speak differently in different social context, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. It can be assumed that sociolinguistics, as a branch of linguistics, studies the relationship between language and society which has many aspects to study such as the way people speak in different social context and the way how people use and produce the language according to their gender, social status, nationality and also their background of knowledge to show what kinds of group or community they have. So, it can be easily understood by other people.

2.1.1 Social Factors

Language use is influenced by some components called social factors. They are the basic components in Sociolinguistic explanations of why people not all speak the same way and why they do not speak in the same way all the time. Holmes (ibid: 8) states that social factor consists of four parts. They are the participants, the setting of social context of the interaction, the topic, and the function.

2.1.2 Social Dimensions

Language use is influenced by some components called social dimensions. They are the components in Sociolinguistic explanations of how intimate or closer your relationship between other people. Holmes

(ibid: 9) states that social dimension consists of four parts. They are a social distance, a status scale, a formality scale, and two functional scales.

2.1.3 Language and Gender

Language is the system of communication used by the people. While the factor that influences people using different language is gender. They are closely related to one other. They cannot be separated because language and gender affect how men and women use language in social contexts. Gender is an important division in all societies. It is of enormous significance to human beings. Being born male or female has far-reaching consequences for an individual. It affects how we act in the world, how the world treat us. This includes the language we use, and the language used about us (Talbot, 2010:3).

It can be said that gender is the most important part in the societies. It is of great significance to human beings which consist of men and women. Language and gender related to the association between language and the concepts about men and women. Men and women are different in their way of interacting and communicating. It relies on many aspects for instance, how old they are, are they men or women, where they live and what they learn, and so on. But the main reason to communicate in different ways is related to the gender and as the result, the language which is used by men and women are completely different.

3. Method

The method of analysis that is used in this analysis is descriptive research because this topic is related to the language and the situation of a conversation. The descriptive research obtains information about the current status of phenomena. It is directed toward the nature of a situation which exists at the time of the study. It means that descriptive research is used to get any information related to the current phenomena and to give a detail description about status or characteristics of a situation or event to support the analysis. The procedures of data collections are: (1) Reading the drama text carefully, (2) Segmenting the dialogues into fragments, and (3) Identifying the data. Meanwhile in analyzing the data, this analysis takes three steps: (1) Classifying the kinds of men's speech features, (2) Describing how men's speech features occur, (3) Explaining the reason why men's speech features are used.

4. Findings and Discussion

There are four kinds of men's speech features which are used by Willy Ioman in *Death of a Salesman*. They are (1) Vernacular forms, (2) Taboo or swear words, (3) Interruptions, and (4) Verbal aggressiveness.

Then, from 29 fragments, it can be known that all kinds of men's speech features are used in the data analysis. Willy uses those features by uttering certain terms that describes men's speech features. It is used for some reasons. To make them clear, it can be seen in the following table, they are as follows:

Table 1. The Summary of the Result of the Analysis

Frag	Participants		Utt	Kinds of Features	Ways of Using	Reasons of Using
	Speaker	Hearer				
1	Willy	Linda	(1.1)	Taboo or Swear Words	These <i>goddam</i> arch	Showing his emotion that his leg is in pain
2	Willy	Linda	(2.1)	Taboo or Swear Words	<i>Goddammit!</i>	Showing his anger
			(2.2)	Verbal Aggressiveness	Biff is a <i>lazy bum!</i>	Shouting his son's name to show his emotion feeling
3	Linda	Willy	(3.1)	Interruptions	"I don't want a change !"	Taking turn and dominating a conversation
	Willy	Linda	(3.2)	Taboo or Swear Words	<i>for God's sake</i>	Showing his feeling of disappointed
4	Linda	Willy	(4.1)	Interruptions	"That's what's	Dominating a conversation
4	Linda	Willy	(4.1)	Interruptions	- ruining this country!"	- when he wants to show his feeling
5	Willy	Biff and Happy	(5.1)	Vernacular Forms	<i>Comin'</i> into the Boston stores	Showing his masculinity in speech
			(5.2)		<i>Carryin'</i> my bags	
6	Willy	Bernard	(6.1)	Vernacular Forms	"What are you <i>lookin'</i> so anemic about,"	Showing his power by carrying macho connotations
	Bernard	Willy	(6.2)	Interruptions	"Don't be a pest, Bernard!"	Dominating a conversation
7	Willy	Linda	(7.1)	Vernacular Forms	<i>Tellin'</i> you	Showing his masculinity in speech
			(7.2)		<i>Sellin'</i> thousands	
8	Willy	Linda	(8.1)	Taboo or Swear Words	<i>Goddam</i>	Showing his strong emotion
8	Willy	Linda	(8.2)	Vernacular Forms	<i>Knock 'em</i>	Showing his masculinity in speech

9	Willy	Linda	(9.1)	Taboo or Swear Words	<i>what the hell</i>	Showing his emotion that he does not feel confident
	Linda	Willy	(9.2)	Interruptions	"I'm fat. I'm very foolish to look at, Linda"	Taking turn and dominating a conversation
			(9.3)		"Oh, no, Linda"	
10	Linda	Willy	(10.1)	Interruptions	"I'll make it all up to you, Linda"	Dominating a conversation
			(10.2)	Interruptions	"what's that?"	Taking turn and dominating a conversation
			(10.3)		"I won't have you mending stockings in this house!"	
11	Willy	Charley	(11.1)	Vernacular Forms	<i>Doin' up</i>	Showing masculinity in speech
			(11.2)		<i>Talkin' about?</i>	
12	Willy	Charley	(12.1)	Taboo or Swear Words	<i>what the hell</i>	Showing his emotion
			(12.2)	Vernacular Forms	Keep <i>comin'</i> in	Showing masculinity in speech
13	Willy	Charley	(13.1)	Taboo or Swear Words	<i>what the hell</i>	Showing his emotion
			(13.2)	Vernacular Forms	I got <i>nothin'</i> to give him	Showing masculinity in speech
14	Willy	Charley	(14.1)	Verbal Aggressiveness	<i>ignoramus</i>	Insulting charley
15	Linda	Willy	(15.1)	Interruptions	"Didn't you follow him?"	Taking turn in a conversation
		Ben				
16	Biff	Willy	(16.1)	Interruptions	"He knows something about it!"	Taking turn in a conversation
16	Willy	Biff	(16.2)	Taboo or Swear Words	<i>for God's sake</i>	Showing his strong feeling
	Biff	Willy	(16.3)	Interruptions	"Then what're you <i>talkin'</i> about?"	Taking turn in a conversation
	Willy	Biff	(16.4)	Vernacular Forms		Showing masculinity in speech
17	Linda	Willy	(17.1)	Interruptions	"Will you let me talk?"	Taking turn and dominating a conversation
	Willy	Biff	(17.2)	Vernacular Forms	<i>Takin' over</i>	Showing masculinity in speech

	Linda	Willy	(17.3)	Interruptions	"Don't take his side all the time"	Taking turn and dominating a conversation
17	Willy	Linda	(17.4)	Taboo or Swear Words	<i>Goddammit!</i>	Showing his strong emotion
18	Willy	Linda	(18.1)	Taboo or Swear Words	<i>goddam Studebaker</i>	Giving strong emotion to show his anger
			(18.2)		<i>son-of-a-bitch</i>	
	Linda	Willy	(18.3)	Interruptions	"Whoever heard of a Hastings refrigerator?"	Taking turn and dominating a conversation
	Willy	Linda	(18.4)	Taboo or Swear Words	<i>goddam maniac</i>	Showing his anger
19	Willy	Linda	(19.1)	Vernacular Forms	"There <i>ain't</i> a crack to be found in it anymore"	Showing masculinity in speech
20	Willy	Linda	(20.1)	Vernacular Forms	'That's really <i>someethin'</i> "	Showing masculinity in speech
20	Willy	Linda	(20.2)	Taboo or Swear Words	<i>Goddammit</i>	Giving strong impression that he receives his son's invitation
21	Willy	Howard	(21.1)	Vernacular Forms	<i>Y'know</i>	Showing masculinity in speech
	Howard	Willy	(21.2)	Interruptions	"I tell ya why. Howard"	Taking turn and dominating a conversation
						Showing masculinity in speech
	Howard	Willy	(21.4)	Interruptions	"Your father came to me the day you were born"	Taking turn and dominating a conversation
22	Howard	Willy	(22.1)	Interruptions	"Howard, the year Al Smith. . ."	Taking turn a conversation
22	Howard	Willy	(22.2)	Interruptions	"I averaged a hundred and seventy dollars a week in the year of 1928!"	Taking turn and dominating a conversation
23	Willy	Charley	(23.1)	Taboo or Swear Words	<i>go to hell</i>	Showing his anger
			(23.2)		<i>Goddam</i>	
			(23.3)		<i>Who the hell</i>	
			(23.4)	Verbal Aggressiveness	<i>big, ignorant, stupid</i>	Insulting Charley to show his emotion
24	Bernard	Willy	(24.1)	Interruptions	"Oh, that <i>son-of-a-bitch</i> ruined his life"	Taking turn a conversation
						Giving strong impression

	Willy	Bernard	(24.2)	Taboo or Swear Words		of his emotion to show his anger
25	Willy	Charley	(25.1)	Taboo or Swear Words	<i>goddam</i>	Showing his anger
25	Willy	Charley	(25.2)	Verbal Aggressiveness	<i>big ignoramus</i>	Insulting Charley
26	Biff	Willy	(26.1)	Interruptions	"I was wondering if he'd remember you"	Taking turn and dominating a conversation
			(26.2)		"You know why he remembered you, don't you?"	
			(26.3)		"What'd he say?"	
			(26.4)		"He's a fine man"	
27	Willy	Biff	(27.1)	Verbal aggressiveness	You <i>rotten little louse</i>	Insulting Biff to show his anger
28	Willy	Biff	(28.1)	Verbal Aggressiveness	<i>rot in hell</i>	Showing his anger
29	Willy	Biff	(29.1)	Verbal Aggressiveness	You <i>vengeful, spiteful mutt!</i>	Insulting Biff because he feels angry

TOTAL	Kinds of Men's Speech Features			
	Vernacular Forms	Taboo or Swear Words	Interruptions	Verbal Aggressiveness
	16	18	23	7

From the table above, it can be described that Willy as male speaker in the drama text *Death of a Salesman* which is written by Arthur Miller uses all of the Men's speech features there are vernacular forms feature, taboo or swear words, interruptions, and the last is verbal aggressiveness.

Vernacular forms feature appears for sixteen times. Willy applies vernacular forms by using *g-dropping*, *using of "an" and "em"* and *using general indicator like "ain't"* when he speaks to Linda, Charley, Biff, Howard and Bernard. He applies this feature in order to carry macho connotations of masculinity in conversation. It is common in all male groups that men tend to use more vernacular than women. So, it can be known that vernacular forms feature is used to depict his masculinity in speech.

The second kind of men's speech feature which is used by Willy in the drama text *Death of a Salesman* is taboo or swear words feature. This feature appears for eighteen times. Willy uses taboo or swears

words by uttering terms *goddam*, *goddammit*, *God's sake*, *what the hell*, *son of a bitch*, and *go to hell* to express his emotion when he speaks to Linda, Charley, and Bernard. Willy uses this kind of men's speech feature in order to give strong impression of his emotion to show his feeling. So, it can be understood that taboo or swear words is used to depict his masculinity when he expresses his feelings.

The next kind of men's speech features is interrupt feature. It appears twenty three times. Willy uses this feature by using unfinished utterance which is indicated by symbol "—". The most frequent speaker at the interruption by Willy is his wife, Linda. He applies this kind of men's speech feature in order to take turn and to dominate in a conversation as like as men always do for women. So, it can be known that interrupt feature is used to depict his stronger that men are more dominant than women in a conversation.

The last kind of men's speech feature which is used by Willy Loman is verbal aggressiveness. This feature appears for seven times. Willy uses verbal aggressiveness feature by comparing a person to something that means negative, insulting, and attacking person's personality when he speaks to Biff, Charley and Linda. He uses this feature in order to insult them because he is unable to control his emotion feeling which reflects his masculinity. So, it can be understood that verbal aggressiveness is used to depict his masculinity and to express his anger.

From the whole research of the analysis, it can be seen that the dominant men's speech features appear in the drama text *Death of a Salesman* is interruptions. It appears 23 times. The second feature is taboo or swear words feature. This feature appears for 18 times. The third feature which Willy applies frequently is vernacular forms. Vernacular forms feature appears for 16 times. The last feature, Willy uses verbal aggressiveness. This feature appears for 7 times.

5. Conclusion

Men have their own features in using language. There are four features of men's speech that give a clear explanation that men's language differs from women's language. They are, vernacular forms, taboo or swear words, interruptions, and verbal aggressiveness. Willy Loman as the main character in the drama text *Death of a Salesman* uses those features by uttering certain terms to express his emotion or feeling by carrying macho connotations of masculinity when he communicates with other characters. One of these features shows that men are more dominant in a conversation as like as men always do for women. These features are used to give the impression that men are masculine and to express men's feelings, thoughts, and ideas.

References

- Ary, et. al. (2002). *Introduction to Research Education Sixth Edition*. Northern Illinois University Press.
- Coates, Jennifer. (1986). *Women, Men and Language. A Sociolinguistic Account of Sex differences in Language*. United States. Longman.
- Eckert, Penelope and Sally McConnell-Ginet. (2003). *Language and Gender*. Cambridge: Cambridge University Press.
- Holmes, Janet. (2001). *An Introduction to Sociolinguistics*. Pearson Education: Longman.
- [Http://www.oregonstate.edu/instruct/comm321/gwalker/Verbalaggressive.html](http://www.oregonstate.edu/instruct/comm321/gwalker/Verbalaggressive.html)
- Lakoff, Robin. (1975). *Language and Woman's Place*. Harper: New York, Cambridge Press.
- Miller, Arthur. (1957). *Arthur Miller's Collected Plays*. New York: The Viking Press.
- Rickford, John. (2002). *Study of Language and Dialects*. Stanford. AAVE
- Talbot, Mary.(2010). *Language and Gender (2nd Edition)*. United States: Polity Press.
- Travers, Robert M.W. (1969). *An Introduction to Educational Research 3rd Edition*: London, MacMilan Publishing Company, Inc.
- Trudgill, Peter. (1983). *An Introduction to Language and Society*. Penguin books. Ltd. Hammodsworth, Middlesex, England.

Biodata

Chatarini Septi Ngudi Lestari is a senior lecturer at STIBA Satya Widya Surabaya. She teaches Linguistics. Referring to the development of linguistics, she always wants to improve her knowledge which is still related field. Right now she is a student of doctoral degree in the Language and Literature Education Study Program, State University of Surabaya.

Robby Nugraha is an assistance lecturer at STIBA Satya Widya Surabaya. He obtained a Bachelor's Degree in Literature from School of Foreign Language and Literature Satya Widya Surabaya. He is interested in Linguistic research.

Pragmatic Analysis on the Teacher's Questioning Functions in EFL Classroom

Nissa Ilma Mukti

State Islamic University of Maulana Malik Ibrahim Malang

Abstract

This research examines the functions of teacher's question made by the English teacher of Senior High School 8 Malang. The aim is to help the students enable to answer the teacher's questions. This research is based on the collection and analysis of two observations of English class meeting, with eighteen data of questions found. This research found that all Bloom's (1956) levels of questions (knowledge, comprehension, application, analysis, synthesis, and evaluation) were used in the classroom by the teacher. These questions sometimes had correct functions of question used by the teacher, while sometimes they don't. The functions of questions which were correctly used by the teacher occurred when the use of the intended and extended questions belong on the similar level with Bloom's taxonomy. In this situation, the teacher did not modify the intended question level to different one. Yet, this study also found that some questions were not used appropriately by the teacher due to two reasons: (1) the teacher modified the intended question level to different one (2) an extended question might served different functions. In addition, the teacher's question also functioned as giving information or stating a point when it is used rhetorically, i.e. when the teacher did not intentionally ask question. This is different from the one proposed by Guilford (1967) where the functions of question are to improve students' cognitive, convergent, divergent and evaluative skill.

1. Introduction

In a language learning classroom interaction, the occurrences of questioning by the teacher always happen. Lynch (1991) characterized a question as an utterance with a particular illocutionary force. Arguably, it implies that a question has a very strong correlation with pragmatic theory.

Studies on teacher's questions have been carried out by a number of researchers from different perspectives. From pedagogical perspective, for instance, teacher questions are observed to find out instructional related-purposes. Xiao-hui (2010) argued that teachers should consciously improve their questioning behavior, as it can raise students' awareness of their language use in the classroom.

From discourse analysis perspective, it can be inferred that teacher's questions are used to seek its functions in classroom interaction (e.g.Feng, 2013; Faruji, 2011; Toni & Parse, 2013). Feng (2013) revealed that the teacher's question is useful to encourage students to think critically by applying Bloom's types of questions. Faruji (2011) investigated the use of teacher's question in teacher talk applied by an Iranian EFL teacher who taught in a language institute in Iran. After eight sessions of instruction, he found that the questions in teacher talk seemed to be very productive and evaluative. By analyzing the output data with discourse, he discovered that the types of questions used are purposely evaluative. Lastly, Toni &Parse (2013) who observed the teacher's questions by using Bloom's (1956) questioning technique, identified that questions which functions to conclude the materials learned were the ones mostly used by the teachers in the classroom, as it could help teachers gain information concerning the students' understanding on their learning process.

The present study attempts to analyze the function of teachers' questions in EFL classroom from pragmatic perspective, as it studies the contextual meaning of an utterance (Yule, 1996). By studying the contextual meaning, the teacher's question may reveal different functions from the ones found by the earlier researchers. It could be discovered that teacher's question may not even function as a question, and is only used as a statement or others. To help understand the functions, the researcher uses speech act theory (Searle, 1969). From the results of previous studies, the teacher's questions function mostly to improve students' pedagogical aspect. Teachers sometimes overlook asking themselves questions whether or not their students really understand their question, whether or not their students know the answer to their question, whether or not their students know the answer but they need some time to answer it, or whether or not their students are lazy to answer their question. This critical curiosity becomes an important reason to carry out this research.

Based on the above discussion, this research is carried out to answer the following two questions:

1. How are the questions used by EFL teacher in teaching English?
2. How are the pragmatic functions of teacher's questions used by teachers in EFL classroom?

2. Review of Related Literature

2.1 Functions and Purposes of Teacher's Questions in the Classroom

In terms of teacher's questions, several authors states that questions serve different functions among others. A brief categorization of teacher's function is proposed by Guilford (1967) in his analysis of intelligence. Factual questions functions cognitively, empirical questions functions to create students' convergent thinking, productive questions functions to create students' divergent thinking, and evaluative questions functions to evaluate students' understandings. Even if this research uses the function proposed by Guilford (1967), the design from all the previously mentioned authors is also used to help validate the data. This is due to the fact that the questions' function proposed by Guilford (1967) is derived from the function of questions proposed by the above authors.

Moore (2001) in Nasir & Khan (2006) classified clearer and more practical purposes of teacher's questions used in classes. Moore (2001) in Nasir & Khan (2006) broke down the question based on its function, which are factual, empirical, productive and evaluative questions. Firstly, factual questions which consist of knowledge or comprehension level of question are functioned as testing students to recall information which have been previously learned. These questions have been committed to memory through repetitions. Secondly, empirical questions which consist of application or analysis level of questions are functioned as integrating or analyzing given information which may require a lot of thinking. These questions require a lot of thinking, and have a single predictable answer. Thirdly, productive questions which consist of synthesis level of question are functioned as improving student's imagination, and developing their unique idea. These questions are commonly open-ended questions and have several answers to the questions. Finally, evaluative questions which include of evaluation level of question are functioned as improving students' ability in valuing something or making some kind of judgment. These questions are also commonly open-ended questions, but the responses can often be predicted or limited.

2.2 Bloom's Taxonomy Questioning Techniques

Bloom's (1956) taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work. This is why the researcher uses Bloom's level of questioning techniques to categorize the questions used by the teachers in the classroom.

The first level of bloom's taxonomy is knowledge. It exhibits previously learned material by recalling facts, terms, basic concepts and answers. Some of the questioning keywords that are used in this level are the most basic keywords, like who, what, why, when, where, which,

etc. The second level in Bloom's (1956) taxonomy of questioning level is comprehension. This level demonstrates how the students can understand facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas. Some of the questioning keywords that are commonly established in this level of question are comparing, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify, etc.

Once students are able to comprehend a certain learning material, the teacher moved to a higher level of taxonomy, which is application (the third level in Bloom's (1956) taxonomy of questioning level. At this stage, students solve problems by applying acquired knowledge, facts, techniques and rules in a different way. The questioning keywords that are very much often to be found are apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify, etc.

Able to solve a problem means that they can analyze information. The following stage of Bloom's (1956) taxonomy of questioning level is analysis. Analysis level examines and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations. The questioning keywords used are analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, etc.

Subsequently, students enter the stage of synthesis level of Bloom's (1956) taxonomy of questioning level where students compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. The questioning keywords are build, choose, combine, compile, compose, construct, create, design, etc.

Lastly, the evaluation level in Bloom's (1956) taxonomy of questioning level is where the students present and defend an opinion by making judgments about information, validity of ideas or quality of work based on a set of criteria. To support in creating this, questioning keywords like award, choose, conclude, criticize are applied.

2.3 Pragmatics and Questioning

The analysis of intentional meaning of questions necessarily involves the interpretation of what people do through language in a particular context (Searle, 1969). For instance, when people asked questions, they do not necessarily want the hearer to answer the questions since the question itself may be intended as merely a statement. Question might have an intended meaning which may or may not be explicitly expressed. Nevertheless, the pragmatic theory must be supported by Speech Act's theory on the seven illocutionary forces, which is proposed by Searle (1969) to elaborate further on the intended meaning thoroughly. The use of speech act theory in analyzing a

question is also proposed by Lynch's (1991) whom state that one of the forms of an illocutionary act is the utterance of a question.

2.4 Searle's (1969) Seven Illocutionary Forces.

Illocutionary acts is how well can the meaning in the utterance be understood by the hearer. Illocutionary acts can be found in a form of asserting, requesting, promising, and apologizing, for which we have familiar verbs. These different types may in turn be distinguished by the type of attitude the speaker expresses. To further explain the meaning of data containing illocutionary force, Searle's (1969) paradigm of illocutionary force is used, which include illocutionary point, its preparatory conditions, the mode of achievement of its illocutionary point, the degree of strength of its illocutionary point, its propositional content conditions, its sincerity conditions, and the degree of strength of its sincerity conditions.

One way to understand the notion of an illocutionary act is in terms of the notion of the conditions of its successful and non-defective performance. Illocutionary acts, like all human acts, can succeed or fail. There are three possible results of the illocutionary acts: a speech act may be unsuccessful, it may be successful but defective, and it may be successful and non defective (Searle, 1969).

3. Research Methodology

To obtain the answer to the questions, this research employed qualitative descriptive study proposed by Yin (2003), and pragmatic analysis on the seven illocutionary force proposed by Searle (1969). In addition, the pragmatic analysis on the seven illocutionary forces proposed by Searle (1969) was employed to know the shift of function of teacher's question.

The data of this research were taken from the EFL teacher's questions in classroom. The data sources were the processes of learning English in grade XI students in Senior High School 8 Malang for four meetings. The researcher recorded four meetings, because the four meetings were concerning on reviewing students' knowledge of previously learned materials, meaning that there would be many questions found in the meeting. The participants of this study consisted of an English teacher and grade XI students. The teacher had an experience in teaching English for almost 10 years, and had M.A. degree. The class she taught consisted of 42 students (20 males and 22 females) between the ages of 16-17 years. All students have studied English for a year due to the demands of the learning system.

To collect the data, three techniques were employed video recording, observation and interviewing. A video recorder is used to record the capture the real picture of EFL teaching learning process in the classroom, including their body language, facial expression and gestures. Observation is used to make a script concerning on the four classroom

meetings. Interview is used to clarify the teacher's and student's statement on the questions that cannot be answered.

4. Discussion

4.1 Types of Teacher's Questions Used in the Classroom

From the findings, it is noted that the teacher applied all Bloom's (1956) taxonomy level of question in the classroom. These include synthesis level of question (the data 1, 2, 3 and 10), comprehension level of question (the data 4, 5 and 18), knowledge level of question (the data 6, 14, 15, 16 and 17), application level of question (the data 7, 8 and 9), analysis level of question (the datum 11), and evaluation level of question (the data 12 and 13).

4.2 Function of Teacher's Questions

From the findings, it is noted that some of the function of teacher's questions were appropriately used by the teacher. In the other hand, some of the teacher's questions functions were inappropriately used by the teacher, which emerged in two conditions: (1) when several questions have different level and function and (2) when a single question has different level and function. Moreover, this research also discovered that there was a question which did not function to seek of an answer at all, but merely to give a statement. Each of the conditions will be elaborated below.

4.3 Appropriately Used Functions of Questions

The function of the teacher's question can be stated as appropriately used when the intended and extended question has the same function. Based on the data found (the data 1, 2, 3, 11, 12 and 13), it can be argued that to have a similar function of the teacher's question, the level of the teacher's question cannot change the initial one. The findings from the data 1, 2, 3, 11, 12 and 13 showed that several questions may have similar function, because there was no change on the initial level of question to a different one. By this, it can be argued that the functions of several teachers' questions were correctly and appropriately used.

4.4 Inappropriately Used Functions of Teacher's Questions

From the findings, it is noted that the inappropriate use of teacher's question function emerges in two conditions: (1) when several questions have different level and function and (2) when a single question have different level and function.

The interpretation of several questions refers to the intended and extended questions. In this case, when several questions had different level and functions of questions, it means that there was a change on the

level of the question from the initial one, which automatically creates a different function of question from the initial one. This case can be found in the data 4, 5, 6, 16, 17 and 18. From the findings of the data 4, 5, 6, 16, 17 and 18, it can be argued that several questions may have one similar function, but had different purposes of question because the teacher changed the initial question level to different one. In another word, the functions of questions in this data were improperly used by the teacher. This finding is different from the one argued by Moore (2001) in which he claimed that all of the questions have one similar purpose depending on their similar functions.

Finally, this research also discovered a new finding, in which a question does not function as asking questions, or does not fit into any category of the teacher's function mentioned by Guilford (1967) and Nunan & Lamb (1996). This question is found in the datum 10. This finding proves that the teacher's questions are not just to improve the students' cognitive, convergent, divergent and evaluative skill as proven by Guilford (1967), but also function as giving information or state a point, when it is used rhetorically.

5. Conclusion

It is noticed that all Bloom's different levels of questions are used in the classroom by the teacher: knowledge, comprehension, application, analysis, synthesis, and evaluation. In other word, it can be said that some questions are easy to answer where other questions may require a great deal of thinking. When the teacher fails to obtain correct answer from the students, the teacher gives extended questions to help them understand the question, hoping that the students can finally give the correct answer.

Some of the functions of questions are appropriately used by the teacher. For instance, the use of the first and the extended questions have the same level of Bloom's taxonomy of question. In another word, the teacher does not change the initial question level to different one. However, other functions of questions are not appropriately used by the teacher which then creates a different purpose of the question itself. There are several questions made by the teacher having a similar function but produce different pragmatic purpose of question, because the teacher changes the initial question level to different one. For example, the teacher has initially given a level 3 question (application) but then has to change to a level 1 question (knowledge) because the students fail to answer the initial question given by the teacher.

In conjunction with the use of inappropriate function of questions, a single question may have several different functions creating a change on the level of initial question because they serve different purposes. For instance, a question which initially has a purpose to make the students think creatively and imaginatively has a purpose to apply the students' previously learned materials. As a result, a question then serves different

functions creating the change on the level of initial question. The teacher's question can also function as giving information or stating a point when it is used rhetorically, i.e. the teacher does not intentionally ask question, which is different from the one proposed by Guilford (1967) where he argues that the functions of questions are to improve students' cognitive, convergent, divergent and evaluative skill. Therefore, from this research, it can be inferred that all Bloom's questions were used in the classroom, and that not all of those questions proposed by the teacher deliver the right function. Even so, some of the functions of questions are appropriately used by the teacher.

References

- Bloom, B. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain*. New York: Longman Green.
- Faruji, L.F. (2011). Discourse analysis of questions in teacher talk. *Theory and Practice in Language Studies*, 1(12), 1820-1826.
- Feng, Z. (2013). Using teacher questions to enhance EFL students' critical thinking ability. *Journal Of Curriculum and Teaching*, 2(2), 147- 153.
- Guilford, J.P. (1967). *The Nature of Human Intelligence*. New York: McGraw- Hill.
- Ho, D. (2005). Why do teachers ask questions they ask?. *RELC Journal*, 36(3), 297-310.
- Lynch, T. (1991). Questioning roles in the classroom. *ELT Journal*, 45(3), 201– 210.
- Nasir, M., Khan, R. (2006). Constructivist classroom: Elements of class discourse as measure of constructivist practice. *Bulletin of Education & Research*, 28(1), 23- 34.
- Nunan, D., Lamb, C. (1996). *The Self-directed Teacher*. Cambridge: Cambridge University Press.
- Searle, J. R. (1969), *Speech Acts. An Essay in the Philosophy of Language*. Cambridge, UK: Cambridge University Press.
- Toni, A., Parse, F. (2013). The status of teacher's questions and students' responses: the case of an EFL class. *Journal of Language Teaching and Research*, 4(3), 564-569.
- Xiao-hui, X. (2010). Analysis of teacher talk on the basis of relevance theory. *Canadian Social Science*, 6(3), 45-50.
- Yule, G. (1996) *Pragmatics*. Oxford: Oxford University Press.

Biodata

Nissa Ilma Mukti was born on the 9th April 1993, and is one of the students in Maulana Malik Ibrahim Malang State University. I am majoring English linguistics in the faculty of Humanities. I have previously joined National and International Conferences. I have received a research scholarship to the University of Singapore in the department of Malay Studies, and I have published on my journal articles in the Univeriti Putra Malaysia.

LITERATURE

DOUBLE CONSCIOUSNESS IN INDIAN AMERICAN IMMIGRANT FICTIONS

Hujuala Rika Ayu
Surabaya State University
ayuhujualarika@yahoo.com

Abstract

This paper aims at analyzing the double consciousness in the novels written by Indian American writers, Bharati Mukherjee's *Jasmine* and Jhumpa Lahiri's *The Namesake*. In Indian American immigrant literature, the position of the immigrant first generation women are fragile. Indian women migrates to American continent either as a wife or a migrant worker, even both. They do not only have to struggle to adapt and adopt the values of the new worlds but also preserve and recreate the values of the old world in the new world. This situation creates the double binds within Indian immigrant women. The push and pull situation grows double consciousness in their process of finding identity. It questions how double consciousness may support them in negotiating their positions within the new world. This paper utilizes double consciousness' theory proposed by Samir Dayal and diasporic identity by Stuart Hall. It focuses the analysis on the two female characters of the novels, Jasmine and Ashima. Jasmine and Ashima are the first generation of Indian women migrating to America. Being the first generation migrant women may have different challenges in adapting themselves to the new world.

1. Introduction

This paper discusses double consciousness in Bharati Mukherjee's *Jasmine* and Jhumpa Lahiri's *The Namesake*. Bharati Mukherjee and Jhumpa Lahiri are two different generations of Indian American writers. Mukherjee is the first generation Indian American writer while Lahiri is the second generation writer, was born, raised, and educated in the U.S. These two writers may have distinctive perspectives and connections to India, as their 'second' homeland. The works of Mukherjee and Lahiri are predominantly about Indian American women and their struggles of incorporating self to the host land. Their stories present the description of Indian American women living in the U.S. and adapting to the new environment. Indian American immigrant women may have ranging problems of dealing with the new environment. This paper utilizes the theories of double consciousness by Samir Dayal and diasporic identity by Stuart Hall.

2. Discussion

2.1 Double Consciousness

W.E.B Dubois firstly introduced the term double consciousness. Dubois specifically related double consciousness to African-American people who “are forced to view themselves through white perspectives while maintaining their own self-definitions” (Black, 2007:393). However, the idea can be extended to other minority group contemporary America. This paper will use its application as formulated by Samir Dayal (1996) since it particularly correlates its term to diaspora. Dayal argues that double consciousness need not be conceived in the restricted sense in which Dubois define it. He further defines double consciousness as:

[T]he interstitiality of entering (or leaving) and destabilizing the border zones of cultures, as fracturing of the subject that resist falsely comforting identification and reifications (1996:48).

In this case, double consciousness reflects the ‘push’ and ‘pull’ situations of old and new worlds. The new world represents itself as something which is real and demanding since it requires one to responsively absorb the new things offered. On the other hand, the old world represented by the past which seems to be fixed or ‘fossilized’ is not really fixed at all. The past keeps calling one to reiterate the memories of the old world as repository of interacted values (Guha, 1998:159). The past exists as one recalls it in the present. The past, however, can possibly be fixed but then it seems to be in the constant contradictory situation with the present. This situation shows the past and the present keep interacting each other. The intertwining of the past and present is an important matter since diasporic people carry these former lives with them in their memories (Brah, 1996:5). The past takes part in the process as the diasporic subject keeps negotiating their relationship towards the host land as Sharrad notes, “[t]o be diasporic, then would seem to be – if not a progression towards harmonious hybridity – an ongoing dialectic between past and present” (2008:192). The process of ‘rehousement’ (to borrow Blaise’s term, 1996:13) with reference to ‘dehousement’, thus involves a constant tussle between the push and pull of the past present.

In the case of diasporic women, the past has a particular meaning, and for Indian women the idea of returning to the homeland is maintained by nostalgia and expressed not necessarily by physical returning to the homeland but as a ‘cultural phenomenon’ (Rayaprol, 1997:63) inserting cultural values into their diasporic lives. Indeed, Mishra’s notion of a ‘fossilized’ past is a dynamic part of integrating oneself into the hostland (Varma and Seshan, 2003:2). Similarly, Bhabha stresses that the interaction of past and present is inevitable in the lives

of diasporic people. These diasporic people are grouped into those who are “gathering the memories underdevelopment, of other worlds lived retroactively; gathering the past in a ritual of revival; gathering the present” (1994:139). They are actively engaging themselves with the past in order to construct their present diasporic identity. However, the notion of the past itself is not mainly “a historiological question”, but more importantly “an existential question of being in time” (Guha, 1998:156). Ganguly specifically states that the past is important for Indian communities and that its process “comprises a ‘renovated’ and selectively appropriated set of memories and discourses” (1992:30).

In fact, the act of maintaining the past is a stage that diasporic people have to go through before they can move to another stage in reconstructing their identity. The second part of this paper deals with diasporic identity. According to James Clifford (1994:310) maintaining the past is part of a process that diasporic people must experience in order to fit the host land. The past provides self-assurance of familiar things that exist in a previous space and give the diasporic self the strength to face the alien situation of the host land. The reconstruction of diasporic identity creates a knot of sequential times in which the past, present (now) and also the future interact with each other. Guha emphasizes that the present is decisive since it is the center of the interaction. It mediates the past and the future (1998:157). This process continuous, repetitive and inevitably results in an ambivalent or ambiguous figure (*ibid*: 159).

Moreover, the notion of a double situation is important to stress in the case of the first-generation migrants. This ambivalent situation is more challenging and at the same time ‘painful’ for those first-generation migrants to deal with. Their lives are abruptly divided into two situations, the known and alien contexts, which necessitate them to immediately balance both situations:

Our first migrant is, therefore, in a temporal dilemma. He must win recognition from his fellows in the host community by participating in the now of their everyday life. But such participation is made difficult by the fact that whatever is anticipatory and futural about it is liable to make him appear as an alien, and whatever is past will perhaps be mistaken for nostalgia (Guha, 1998:159).

The temporal balance of double consciousness will also depend on the factors that encourage people to migrate. Double Consciousness in the context of diaspora correspondingly involves positive and negative natures for diasporic people. It is positively constructed in terms of feeling global and becoming the part of world’s historical and political forces. On the other hand, it can be negatively experienced as one’s exclusion either from the homeland or host land and discrimination in the host land are the risks that diasporic people have to experience.

2.2 Diasporic Identity

Identity has become a significant issue in the process of migrant uprooting and rerooting. As we will see in Mukherjee's *Jasmine* and Lahiri's *The Namesake*, Jasmine and Ashima, the female protagonists experience important phases of self-development as the results of migration and adaptation in the host land. Jasmine and Ashima's self-development are signified by their ambivalent efforts of retaining their 'old' characteristics as Indian women and at some other time internalizing the new values of the host land. As migrant women move out of their nation, they carry over particular marks which are parts of their identities. This identity embeds particular characteristics of a group of people in a certain region. These typical characteristics are constructed through race, nation, language, and culture. They further can be comprehended as the 'inborn' identity which is most recognizable and identifiable to any within that context (Hall, 2003:233). Identity, in this sense, is traditionally defined through similarities and sameness. It is, as Hall points out, "the sign of an identical, naturally constituted unity" (Hall and Du Gay, 1996:4).

The process of crossing out of oneself the country of origin and integrating self to the new land demands a constant reconstruction of diasporic identity since a migrant no longer resides in the place that constructs her primary identity. In the context of diaspora, this original (inborn) identity emerges within the discourse of differences. It is constantly confronted by the interactions of "cultural and social relations, homeland (real and imagined), place of residence, and compatriots or co ethnics dispersed elsewhere" (Parrenas and Siu, 2007:1). In such a context, diasporic subjects have constantly to reconstruct 'new' identities. Identities can be particularly framed in relation to the construction of the motherland and the interaction with outer world through migration. Stuart Hall in "Cultural Identity and Diaspora" (2003) divides identity into two significant categories; identity as:

Collective, shared history among individuals affiliated by race or ethnicity that is considered to be fixed or stable; and second, identity understood as unstable, metamorphic, and even contradictory – an identity marked by multiple points of affiliation as well as differences (233).

In the case of diaspora, collective identity indispensably marks particular characteristics of a migrant and differentiates one group of people from another group. Collective identity also puts a migrant at risk of being excluded in diasporic circumstances. Meanwhile, a second identity proposed by Stuart Hall can be articulated as a 'diasporic' identity, one characterized as ambivalent and contradictory as the result of the process of incorporating self into an ultimately different

environment. During the interaction with the host land, a given collective identity (memory or subjective sense) has undergone a process that “partially erases, but also carries traces of other identities” (Brah, 1996:123).

Diasporic experiences inevitably creates a double situation for diasporic people. This raises the notion of diasporic identity as multiple, hyphenated, fluid, or hybrid (Varma and Seshan, 2003:2). It is unavoidable that diasporic people become hyphenated as a result of their relocation. In the case of Indian migrant women, the idea of hyphenation is also viewed as freeing women from oppression of racism and sexism both from the outside (the nation states) and inside (the diasporic patriarchal order within) (Mishra, 2007:189). The diasporic subject continuously evolves a dual identity that enables him or her to be accommodated both by the old world and the host land. This moving out of the original nation and settling in various different nation set “[t]he awareness of multi-locality stimulates the need to conceptually connect oneself with others, both ‘here’ and ‘there’, who share the same ‘routes’ and ‘roots’ (Vertovec, 2000:147)

2.3 Bharati Mukherjee's *Jasmine*

Bharati Mukherjee's *Jasmine* reflects Mukherjee's enthusiasm for her new American citizenship. Until her previous works, *Jasmine* enunciates Mukherjee's patriotic feeling toward American as her new country and show how she reconstructs her perspective in relation to it (1993:1). Compared to *Ashima*, *Jasmine* has far richer and more experiences of shuttling between various places such as Florida, Flushing, Manhattan and Iowa.

Her move to the U.S. is not driven by any particular aim such as financial security or education. She is oppressed by the necessity of preserving sati (which she also rejects as it is part of feudalism). *Jasmine's* migration carries ambivalent meanings. *Jasmine's* migration is a paradox. On the one hand, she seems to desire to run away from feudalism, as she screams “Feudalism! I am a widow in the war of feudalism” (*Jasmine*, 88). At the same time, she resolves to commit sati, thereby confirming Jullundhar's feudalism. If *Jasmine's* venture to the U.S. is to resist or escape tradition, her resolve to carry out sati, is also at least a mortification tradition since her intended private act and her migration are in fact her way to actualize herself outside of her old patriarchal community. The past undeniably influences her present. It has placed *Jasmine* in ambiguous position, one both resisting and preserving tradition. This ambivalence reveals *Jasmine's* double consciousness, her being a ‘hybrid’. Half of *Jasmine* is the feudal Hasnapur and the other half is her desire for liberation.

Jasmine's aim, although partly voluntary, is driven by external forces (like that of the labourers driven away by poverty). To certain extent, Jasmine's journey can be analogized to the experience of Indian indentured labour migrants which Spivak terms the "old diaspora" (1996:245). These old diasporas, "were the results of the religious oppression and immigration into the United States" (ibid). Jasmine's particular aim of migrating to the U.S. is "to bring [her] husband's suit to America (Jasmine, 102), to Tam-pah" where she is going to burn her husband suitcase and herself as a sati. Jasmine is an illegal migrant and experiences different route. In the U.S. Jasmine lives and moves to four different places, Florida, Flushing, Manhattan, and Baden, Iowa.

As she stepped in in Florida, Jasmine stayed temporarily at a gloomy motel "with plywood over its windows, its pool bottomed with garbage sacks, and grass growing in its parking lot" (Jasmine, 97). The gloomy motel implies a particular meaning to Jasmine's journey. For a traveler like her, a motel provides temporary shelter, "a place of transit, not of residence" (Clifford, 1997:17). The motel is a significant metaphor of her being a fragmented subject. As a place of transit, the motel represents in-stability, mobility, and un-fixity. This place is not a fixed destination. It is more than a physical object since it ambivalently connects her to the past and the future. It allows her to recollect the past, the traces of her journey that further strengthens her vision of migration into the future. The motel as a space of transit, in fact, also prefigures her movements later to several places, indicates her situation that is "always in transit" (Chambers, 1994:5), never stable and fixed. This also suggest her process of becoming, of figuring out her place in America.

In Manhattan, Jasmine gets a job as a caregiver. Being a caregiver, Jasmine in any chances inserts her Indianness through telling stories to Duff. As a Punjabi woman, Jasmine's childhood was filled with the stories of gods and goddess since Dita, her grandmother, used to tell her. Manifest itself in Jasmine's Indian way of nurturing Duff shows that the past cannot be expunged from her, although she is now miles away from India. Moreover, Jasmine's belief in the existence of the third eyes and her conception of a God which seem "very, very, very Indian" to Taylor (Jasmine, 52) also indicate her attachment to the past. She is quite certain that she has a third eye which looks like "the bleeding star on forehead" (Jasmine, 2). She feels that having this eye, she is a sage and is able to '[peer] out into invisible worlds' (ibid). Jasmine's perspectives represent her Indianness.

Baden, a small city in Elsa county, Iowa, becomes Jasmine's next destination. Living in a small place such as Baden makes her presence quite conspicuous. Jasmine's physical body exposes the strangeness that renders her 'alien' among lowans. Her insertion certainly breaks the 'conventional' homogeneity of Baden. In fact, she is a

source of foreignness not only to the lowans but also her American husband, Bud, a small-town banker who “calls [her] Jane” (Jasmine, 22). Being different in a small city like Baden, Jasmine frequently inserts the past into some of the aspects of her present life in Baden. Introducing Indian food to the Western household is Jane’s way of evoking and preserving her Indianness. The household is inevitably the closest site, “a space in which to produce a version of Indianness” (Mannur, 2007:17). On one occasion, she cooks for people there and they “are getting used to some of [her] concoctions, even if they make a show of fanning their mouths. They get disappointed if there’s not something Indian on the table” (Jasmine, 7). Jasmine recreates the past through the reproduction of Indian culinary dishes. She inserts the newness/Indianness into the Western atmosphere of Baden. Through this way, she celebrates the nostalgia for the past.

The past also revisits Jasmine in other ways. Jasmine’s past or Indianness also impacts on her relationship with Bud. In certain situations, Jasmine injects small aspects of Indianness into the house, such as the role she plays as a wife. She retains traditions which resonate with her situation now. Jasmine says, “I’ll wait [to] supper for you. Indian wives never eat before their husbands” (Jasmine, 189). She still holds the belief that “a good Hasnapur wife doesn’t eat just because she is hungry” (Jasmine, 191). This tradition does not imply an imposed obedience or submission. To Jasmine, eating food is a way to preserve, “[grant or withhold] love” (ibid). This relationship also enables them to exchange tokens of East and West.

2.4 Jhumpa Lahiri’s *The Namesake*

The Namesake was Lahiri’s debut that won The Pulitzer Prize Winner. Unlike Mukherjee, Lahiri is the second generation American Indian. She is the daughter of Indian immigrants from the state of West Bengal. *The Namesake* reveals the story of Indian immigrant family moving from Calcutta, India to Massachusetts, America. Ashima, the female character discussed here is a mother of two, Gogol and Sonia. Although the major story of the novel centered on Gogol, Ashima plays an important role in raising and nurturing her children amid the major culture of America. Ashima shows uneasiness of being away from Indian elements. Unlike Jasmine, Ashima is an expatriate. She experiences a flatter migration than Jasmine. Her aim of migration is predominantly caused by her husband’s profession as a lecturer at MIT.

Ashima’s confusing experiences of being a migrant in America mainly come from the way she nurtures her children. To Ashima, keeping her children, Gogol and Sonia, in Indian way is her way. She does not

want both Gogol and Sonia raised in American way. Ashima tries so hard to 'purify' her children as soon as they come home but it is useless. In every chance, she tries to insert Indian culture and values so that her children might learn something. Maintaining Indian stuffs in Ashima's context is problematic since her children seem to be more attached to the American values than Indian ones.

In fact, Ashima's first coming to the U.S. was filled with the effort of realizing that the Indian stuffs no longer stays.

Until now Ashima has accepted that there is no one to sweep the floor, or do the dishes, or wash clothes, or shop for groceries, or prepare a meal on the days she is tired or homesick or cross (2004:32).

In her mind, doing all the things herself is an American way. In India, she used to be living with people who can directly help her with things. In her eye, being independent means doing things alone and it is being American.

Moreover, living in the U.S. does not stop Ashima to hold an Indian ritual for her baby. Instead of eliminating the ritual, she still holds it and have her family sent the stuff needed from Punjabi (Lahiri, 2004:39). The baby ritual here is an effort of connecting self to the past, the far away past to balance the present state. To Ashima, requesting the blessing from the past, in this case India in a certain case relieves her. Ashima also serves Indian food for the guest. This, in fact, leaves some questions to her American Colleague such as Judy who wonders "I thought Indians were supposed to be vegetarian" (2004:39). The question refers to their being Indian, their very identity.

Ashima's effort of preserving the Indianness within the household can also be seen through her 'intervention' of choosing the wife for her son. Although she does not directly state an arranged marriage and an Indian wife are better, in some ways she keeps convincing her son, Gogol to follow her advice. It includes in the way she suggests Gogol on his wedding's caterer to provide Indian food instead of western.

In the end of the story, Ashima, who lives alone after her husband died, decides to spend her 6 months in Calcutta and the other six months in the U.S. (2004:275). This act of recuperating the past may create the state of double consciousness within Ashima. She cannot easily expunge the past.

3. Conclusion

Jasmine and Ashima are the representative of figures in motion, living within borders, ambiguity and in-stability with moving identities as the result of migration and the process of interrelated duality of past/present, motherland/host land, and here/there. The mingling of the past in migrant's present time has importantly influenced the way a woman positions and adapts herself to the host land. Past and present are entangled and build a state of double consciousness.

The context of female migration is not simply about crossing the borders and being dispersed people, but it involves a process of uprooting self from the original land and re-rooting self in the new land. This process of uprooting and re-rooting is different in the case of women, particularly in the first generation of Indian migrant women like Jasmine and Ashima. While Keya Ganguly's research has especially shown the different orientation of Indian migrant men and women toward the idea of the past, the cases of Dimple and Jyoti provide further considerable examples of the intervention of the past into the present migrant time in literary works.

References

- Bhabha, H. K. (1994). *The Location of Culture*. New York: Routledge.
- Black, M. (2007). "Fanon and Duboisian Double Consciousness". *Human Architecture: Journal of the Sociology of Self-Knowledge*:393-404.
- Blaise, C. (1996). *Resident Alien*. Canada: Penguin,.
- Brah, A. (1996). *Cartographies of Diaspora: Contesting Identities (Gender, Racism, Ethnicity Series)*. London: Routledge, 1996.
- Chakraborty, G. S. (1996). "Diasporas Old and New: Women in the Transnational World." *Textual Practice* 10.2:245-269.
- Chambers, L. (1994). *Migrancy, Culture, Identity*. New York: Routledge.
- Clifford, J. (1994). "Diasporas." *Cultural Anthropology* 9.3:302-338.
- . (1997). *"Travelling Cultures." Routes and Translation in the Late Twentieth Century*. Cambridge; London: Harvard University Press, 17-46.
- Ganguly, K. (1992). "Migrant Identities: Personal Memory and the Consumption of Selfhood". *Cultural Studies*. 6.1:27-50.
- Guha, R. (1998). "The Migrant's Time." *Postcolonial Studies* 1.2:155-160.
- Lahiri, J. (2004). *The Namesake*. London: Harper Perennial,
- Mannur, A. (2007). "Culinary Nostalgia: Authenticity, Nationalism, and Diaspora." *MELUS* 32.4 *Food in Multi-Ethnic Literatures*:11-31.

- Mukherjee, B. (1990). *Jasmine*. Ontario: Penguin group.
- Sharrad, P. (2008). "The Ties that Bind? Freedom, Free Fall, and Family in Diaporic Fiction." *Postcolonial Literary History and Indian English Fiction*. Amherst, New York: Cambria Press, 179-200.
- Varma, J. S. & S. R. (2003). "Introduction". *Fractured identity: The Indian Diaspora in Canada*. Jaipur; New Delhi: Rawat Publications, 1-21.

SIMPANAN NYONYA BESAR: A PORTRAYING OF SOCIAL REALITY IN INDONESIA'S SOCIETY

Hiqma Nur Agustina

*English Department UNIS Tangerang, Banten
hiqma_english@yahoo.com*

Abstract

Many writers have a tendency to portrait human's reality through novels. It is always interesting to discuss. One of the Indonesia writers, Threes Emir, puts this topic in one of his bestseller novels, "Simpanan Nyonya Besar: Berbagai Kisah Unik, Sedih, & Menggelikan Kehidupan Nyonya Metropolitan" which show the reality of urban people in big cities like Jakarta. The interesting point which made me put this novel as the topic because the stories which consist of some parts are based on the true stories. This paper aims to reveal the social reality which happened and then become the virus that contaminated for many people nowadays. I use the close readings and library desk to investigate this fenomena that becomes common and not taboo anymore. To get deep analysis, the sociology theory from Talcott Parson will be used to describe and get deeeper understanding from it. As the findings, the writer can conclude that the habbits to have a hidden man is becoming trend for the high class women that called as socialita. It becomes the common thing and there is a tendency to ignore the rules, norms, religion and culture as East people which put loyalty toward couple as the main thing in the marriage.

Key words: hidden man, social reality, socialita, urban

1. Introduction

Talking about social reality is always interesting to discuss, especially related with the habbit of urban people in big cities. There are some changes surrounded by modernity and globalization impact influenced people's way of life, people's mindset toward religion and norms that has legitimated in long period. Those changes bring many bad impacts, moreover we can say that those extreme habbits also create the changes of people in understanding what the true and right attitude they must have today. People tend to violate the fundamental norm and rules that was strictly applied in Indonesia's society.

Adapting the foreign's habit such as freedom in doing many bad things in life such as taking the free sex without marital relationship, having a hidden woman or even man are also thought as normal life nowadays. The urban people have tendency to promote their self-ego, individualistic or even the paradigm which do not care with the society's opinion as the culture and customs as East nation. Habits that no longer uphold the norms of oriental and religious also seemed to be a common thing to be found in the present era. The loss of a sense of shame, thinking more on freedom, the pleasure will be things of the world or materialism further aggravate the behavior and lead to action in everyday life. These things seem more prominent in major cities in Indonesia such as Jakarta, Surabaya, Medan and others.

2. Discussion

2.1 Simpanan Nyonya Besar: Images of the Urban's Social Behavior

Threes Emir¹ is known as a prolific writer and able to describe behavior that can be said is not uncommon that descend urban human life in urban areas through a stroke of the pen is interesting to observe. Emir is really a productive woman writer² in Indonesia even her name is

¹ Threes Emir was born in Kudus, August 3th 1948. She graduated from English department from Gadjah Mada University in Yogyakarta (1968) and Degree from Library department from University of Indonesia (1976). She started her career in journalistic being the editor managing for GADIS Magazine (1977-1986) and became the chief of Redaction MODE Indonesia magazine (1986-1997). She also became the deputy editor in chief of BELANJA Magazine (1995-1996), Editor of TELSET magazine (2004-2005) and the editor of World of Maluku magazine (2007-now) in <http://buku.kompas.com/Penulis/Threes-Emir.aspx>

² After working full time in print, start writing / editing books, including **Rahasia Kebun Asri** (2000, Gramedia Pustaka Utama), **Menata Taman** (2001, Gramedia Pustaka Utama), **Kamar Tidur Sehat** (2002, Gramedia Pustaka Utama), **Inspirasi Mode Indonesia** (2003, Wahana Esa Sembada), **Warna-warni Busana Muslim** (2004, Gramedia Pustaka Utama), **Berserah Diri Saat Maut Menjemput** (2004, Marian Centre Indonesia), **Jangan Menoleh ke Belakang** (Memoar Okky Asokawati, 2005, Gramedia Pustaka Utama), **Cantik di Segala Usia Versi Okky Asokawati** (2008, Gramedia Pustaka Utama), **Kemilau Permata** (2007, Gramedia Pustaka Utama), **Pedoman Lengkap Cara Menilai Berlian** (2008, Gramedia Pustaka Utama), **Okky Asokawati Berbusana Muslim Sesuai Dress Code** (2008, Gramedia Pustaka Utama), **Gaya XL** (2009, Gramedia Pustaka Utama), **Serigala Terakhir** (2009, Gagasan Media), **Busana Muslim Bagi yang Bertubuh Mungil** (2010, Gramedia Pustaka Utama),

covered by the other young women writers such as Ayu Utami, Fira Basuki, Asma Nadia, and others. She successfully spawned 5 Metropop novels that became bestsellers in the same year, 2012, which managed to lift behavior, lifestyle and habits such as urban communities. Her five works are *Nyonya Besar: Kumpulan Kisah Kaum Sosialita* (2012), *Tuan Besar: Kisah Para Lelaki Metropolitan* (2012), *Roman Orang Metropolitan: Ragam Gaya Orang Metro Kasmaran* (2012), *Menantu & Mertua Metropolitan: Kumpulan Kisah Kaum Sosialita* (2012) and the last and becomes the main source of this article is *Simpanan Nyonya Besar: Berbagai Kisah Unik, Sedih & Menggelikan Kehidupan Nyonya Metropolitan* (2012). Those novels arose with the title of *Bestseller*, since she always write the topics based on the true stories. It really attracts the readers to read and wait for the other tickle topic.

The most interesting thing of Emir is the ability to pour the true story of the friends, colleagues and the people around her into a novel that explores and tells all the facts that are often hidden from the public. Much like look portrait picture of reality which also marks the era have considerably changed. From traditional patterns and traditions to modern, conservative to liberal, individualistic to social, conventional to bourgeois, and regional to the global. Things like these are tried to be poured over Emir's fifth novel, *Simpanan Nyonya Besar* (2012).

Simpanan Nyonya Besar itself is a novel that contains a collection of stories of women who live in big cities like Jakarta, which is divided into 17 stories. Diverse stories of young women, middle-aged to elderly towards hidden men. When we only know the term mistress in past era, but in this novel there is the fact that quite clearly presented on the life of a big city women who also have a hidden man summarized in several stories. Some problems arose and made these ladies trigger to have affair, such as feeling lonely, the abundant of money, the power to control a young man who had no money and no job, a chance because the husband is very busy, and the time is excessive because the child is already big. It was all pushing their immoral practices that are contrary to religious principles and rules as the Eastern nations.

Starting from the story of a woman named Melanie (40 years) that does the usual flirting with her dance teacher based on a sense of loneliness because her husband is too busy managing his business (Simpanan 1), the story of a young woman named Tantri (35 years old)

Mengupas Tuntas Ruby & Sapphire (2010, Gramedia Pustaka Utama) in <http://buku.kompas.com/Penulis/Threes-Emir.aspx>

who has a hidden man and husband at the same time just to take the benefits from both men (Simpanan 2), there is also the story of a middle-aged woman named Mrs. Vanya (58 years old) who is interested with the same man as her daughter did (Simpanan 3), the story of a rich girl who has a former job as a photo model named Wuri (50 years). She had a male friend gym mistress. Feeling of loneliness which often left in charge of her husband abroad made her having affair (Simpanan 4), the story of a middle-aged woman named Marleen (50 years old) who has a gay as her hidden man who serve as a companion to accompany come to the party, giving input on clothing, style dressed socialite because the husband is super busy (Simpanan 5), the story of a poor village woman named Sari (40 years) is transformed into a lucky woman because living with his mother at the home of a wealthy family and gave her complete and luxurious facilities eventually married by a gynecolog but again have a hidden man because the figure of her husband is too busy and can not satisfy her biological desire (Simpanan 6), the story of a woman named Leoni who idolizes an artist to always compare the figure of the husband with his idol artist. Unfortunately, she tried to find another male figure instead of a figure that is considered boring husband (Simpanan 7), the story of a woman named Mrs. Selena. She is a professor in a university (56 years old) who has a relationship with a young man because of her husband is having affair with his staff in the faculty (Simpanan 8), the story of a married woman who works as a marketing manager named Nita (37 years old) who makes the marketing director as her hidden man. She has a hidden intention to take her boss position (Simpanan 9), the story of a wealthy widow woman (42 years old) named Sara. She is having an affair with a young student who lives in her boarding house (Simpanan 10), the story of a great mistress named Fenty (50 years) who had a hidden woman since stuck with the same-sex relationship because she felt let down by a former boyfriend who impregnates and husband who loved her so much that feel burdened her (Simpanan 11), the story of a married woman Triana (38 years old) is in a relationship with a male doctor without the husband's knowledge. The doctor thinks Triana face is similar to the face of his dead ex-girlfriend (Simpanan 12), the story of the wife of a prominent banker who has a "dark secret" in her past life when she was a teenager. She was pregnant and neglected by her boyfriend. She remained shut the dark secrets of the past presence of her husband and his family despite the risk she had to play hide and seek all her life (Simpanan 13), the story of a wife's infidelity German Caucasian man named Joanna is having an affair with his old friend during a student on

campus (Simpanan 14), the story of an office manager named Fani (36 years). She is married and looking for opportunities in the above deficiencies of her big boss. She really takes advantage of opportunities to make profits as much as possible from the big boss (Simpanan 15), the story of a middle-aged woman named Dewi (51 years old) who knows her husband is having an affair and then she responded by having a special relationship with a young pianist (Simpanan 16), and the last story of a notary woman named Amelia (48 years old) who knows her husband has another woman as the partner in love and then responded by having an affair with a young lover of her assistance in the office (Simpanan 17). She seized his assistance lover in office and continue to live without feeling guilty.

All those stories are based on the true stories. Those are of course reflected the social reality which are done by urban people right now. The real fact that make us feeling surprised cause we never imagine women can also do the same just like the men can do. But, it is just happened in our society now. The reflection of urban life style as called as shocking social reality.

2.2 Social Reality as a Fact

Having seen to the social realities that exist and take place in today's society is no longer seen as a momentary phenomenon, but it could be a portrait of social reality that is upon the lives of individuals in our country. The representation of the real situation that is being undertaken by our society cannot be denied anymore. It is becoming the multi-complex problems. The influence of modernity also contribute the people's life style in many sides.

Holding the principle of freedom of the above values and norms in society becomes common. There is a desire for some people to escape from all sorts of shackles rule religious norms, customs and social. This tendency became a kind of trend which, if left unchecked will undermine the value and the existing social order in our society. The younger generation will fall on the pattern and value-free life that will ruin their way of thinking and behavior as a nation that still adhere to religious values and social control.

Contemporary humans trapped on a hedonistic lifestyle, the pursuit of momentary pleasure regardless of the consequences such as religion, customs and norms of course very contradictory. Things worldly and momentary pleasure blinded their minds so that emerges is that the main

act hit, legalize everything bad into good, and the worst is excluded God because as if the man does not know sin. The rhythm of life in big cities are labeled as a city inhabited by human beings who are super busy, filled with things and pursue worldly luxurious often raises lonely for spouses, particularly wives are often abandoned by their husbands. This of course led to the desire to get another partner who is able to understand, accompany, be a friend to chat and exchange ideas as well as even a sex partner. Mostly their relationship will end with the real private relationship, having sex and do not care with their official spouse. This is portrayed in most stories in Emir's novel. How the rich women from middle till up level use their money, power and opportunities to legalize the wrong attitude into the right one even with some following concepts in the novel: 1)

"I don't mind ... memangnya salah punya simpanan? Kan aku juga punya banyak simpanan deposito? Lagipula ngapain melawan gosip? Biarin ajalah, Kak, yang penting aku merawat baik-baik simpananku kok. (Simpanan 1, p. 20), 2) Dalam hati, Sari berkata, "Memang hatiku untuk Hanafi, tetapi tubuhku untuk Wilman ..." (Simpanan 6, p. 83), 3) *"I love you too, Hans, just like I love somebody else right now".* (Simpanan 14, p. 169), 4) *Setelah menemukan Adrian, Amel merasa hidup tidak harus dipandang dan dijalani dengan serius. "Yang enteng sajalah," pikirnya. "Ngapain mikirin suami yang selingkuh, lebih baik aku mengurus diriku sendiri," tekadnya. Ia menuliskan "Life is beautiful" di status Blackberry-nya* (Simpanan 17, p. 204).

Talking about social reality will relate closely with Talcott Parson. Parson's early theorizing on social action, influenced by Weber, focused on active, creative mental processes that have an important subjective component. In *The Structure of Social Action* (1937), Parsons developed his empirical approach of analysis based on observation, reasoning, and verification, and explored the difference between the concepts of behavior (a mechanical response to stimuli) and action (an inventive process and analysis of the subjective aspect of human activity) (Ritzer 2000).

For Parsons, the basic unit of study is the *unit act*, which involves the following criteria: an actor/agent motivated to action; an end toward which action is oriented and means to reach this end; a situation where the action takes place; and norms and values that shape the choice of means to ends. Actions consist of the structures and processes from which humans are motivated to form meaningful intentions (through

available goal-attaining means) that are put into practice within the social system (Parsons 1966). Parsonian “action” is considered from all of the following perspectives: culture (values), society (norms), personality (source of motivation), and organism (source of energy). For Parsons, people cannot choose goals and means without society in the background, and they cannot make sense of agency or action without enforced or expected social norms. This means people must have an intention and awareness of society’s norms, and they cannot escape these norms. Parsons is sometimes criticized for this position because he cannot account for social change.

Based on Parson’s theory, we can say that people’s attitude should consider with 4 categories; they are culture (values), society (norms), personality (source of motivation) and organism (source of energy). If people tend to neglect the four categories that they must fulfill related with their existence as the social human, so there will be chaos in managing their lives control. Meanwhile, as social human we must think that there are some aspects that we need to maintain such as obedience to the norms and religion, caring to others and also making our environment comfortable, cause we are called as social humans. As Parsons was concerned with the integration of structure and process, and defined a social system as comprised of the interactions of many individuals within a situation, where the system itself includes commonly understood cultural norms. These cultural norms are within a system of generalized symbols and their associated meanings (Parsons 1951). These social systems have parts, or subsystems of varying complexity, that represent organizational structures. Additionally, social structures have social functions, which are the consequences of any social pattern for the operation of society as a whole. For Parsons, society is a complex system whose parts work together to promote solidarity and stability (they strive for equilibrium), and hence he defines the social structure as any relatively stable pattern of social behavior. An analysis of the social system is thus a consideration of ordered processes of change in the interactive patterns of actors within a structure (the norms behind the goals and means). Actors have status roles or positions within the structure itself, and in relation to other actors via interactions. However, these statuses and roles are units of the social system, and are not qualities of the actors themselves.

2.3 Socialite: Is it Good or Bad for Society with its Impact?

The term of *socialite* appeared in Indonesia in line with the development pace of the economy in Indonesia. Men who have established a high position in the private or government-owned companies helped create the wives who look “so great” which became known by the nickname *socialite*. According to Cambridge Dictionary, *Socialite* refers to someone, usually of high social class, who is famous for going to a lot of parties and social events.³ Meanwhile the definition of *socialite* from Oxford Dictionary refers to a person who is well-known in fashionable society and is fond of social activities and entertainment.⁴

The *socialite* who is unable to perform its functions and its role as an upper class society by doing positive things of course cannot be a good role model for the community. Conversely, when a group of people who fall into the category of *socialite* is capable of being a good role model and give a positive impact through positive action and it will be great action that can easily be emulated by all circles of society. Because it cannot be denied the *socialite* always gets the spotlight, wallowing in wealth and power that have easy access to social action is needed by the poor and lower.

Socialite will have a good and positive role when their existence is able to show a good side of their life to be emulated. Instead, *socialite* would be a bad thing when they were only able to show patterns that show off the luxury life, easy to change partners and even legalize infidelity relationships that are clearly incompatible with religion, culture and norms in our society.

3. Conclusion

The fact of the urban women's lives who no longer uphold the value of fidelity to spouse, respect the institution of marriage and denying the values and norms of religion into a surprising fact should we contemplate. Modernity and globalization era has influenced the mindset, habits and their lives, which is no longer able to defend itself and the lives of irregularities in the form of infidelity that very clearly at odds with the lifestyle and habits of people who still considers important Eastern traditions, religious and cultural norms.

³ Taken from Cambridge Dictionaries Online,
<http://dictionary.cambridge.org/dictionary/british/socialite>

⁴ Taken from Oxford Dictionaries Language Matters,
<http://www.oxforddictionaries.com/definition/english/socialite>

As a portrait of the lives of urban women, Emir's novel intends to present how the values of life of people of the East have been very contaminated by the values and cultural patterns of Western society. The greatest hope after conducting in-depth study through a literature review and close reading, as parents need to instill a strong foundation on religious values and culture of Eastern societies. The more modern a country, the greater impact will we face!

As a consequence, the course will appear several influences that inevitably have to be faced. Various social reality that was never expected to be among our lives just arise in a sudden. Social problems as a result of the impact of modernity and globalization will hit every aspect of our lives. As the scope of the smallest, family, children are expected to fortify the teachings of religion, culture and norms so that we can provide guidance and supervision is conducive.

References

Cambridge Dictionary Online.

<http://dictionary.cambridge.org/dictionary/british/socialite>

Emir, Threes. (2013). *Simpanan Nyonya Besar: Berbagai Kisah Unik, Sedih, & Menggelikan*

Kehidupan Nyonya Metropolitan. Jakarta: PT Gramedia Pustaka Utama.

Kompas Penerbit Buku. <http://buku.kompas.com/Penulis/Threes-Emir.aspx>

Oxford Dictionaries Language Matters.

<http://www.oxforddictionaries.com/definition/english/socialite>

Parsons, Talcott. (1937) 1949. *The Structure of Social Action: A Study in Social Theory with*

Special Reference to a Group of Recent European Writers. 2nd edition. Glencoe, IL: Free Press.

Parsons, Talcott. (1951). *The Social System*. Glencoe, IL: Free Press.

Parsons, Talcott. (1966). *Societies: Evolutionary and Comparative Perspectives*. Englewood

Cliffs, NJ: Prentice Hall.

Ritzer, George. (2000). *Classical Sociological Theory*. 3rd edition. Boston: McGraw Hill.

The Transformation of *Sleeping Beauty* into *Maleficent*: An Ecranisation Study

Lilis Lestari Wilujeng
Ma Chung University, Malang
lilis.lestari@machung.ac.id

Abstract

This paper is going to discuss the transformation of a famous children literature or a fairy tale entitled *Sleeping Beauty* into a movie entitled *Maleficent*. The theories of ecranisation process are thus employed to explore its transformation, covering interpolation, reduction, and variation changing. As the analysis is carried out qualitatively, the researcher is the main instrument of the study. The resulting findings will be reported descriptively. The discussion, accordingly, will focus on each work's intrinsic elements such as theme, plot, character and characterization, atmosphere, and setting. Out of those intrinsic elements, the most outstanding phenomenon that the researcher has observed is the shifting meaning of true love as the theme of the two works. Traditionally, most fairy tales depict the life of beautiful princesses who are in love or loved by gorgeous princes. Accompanied by the existence of fairies, these love stories are molded and become more complicated because of their interference due to their hatred, jealousy, or the kind. However, when in this modern time those literary works are adapted into movie, this kind of true love is shifting. Love is not always represented by a deep feeling of a man towards a woman. Instead, true love can be represented by just anybody, for instance a mother towards a daughter or a son, or even a hateful fairy towards a beautiful princess that once she cursed.

Key words: ecranisation, transformation, interpolation, reduction, and variation changing

1. Introduction

Sleeping Beauty, a famous children literature written by the Grimm Brothers, is already widely popular. Its popularity made this known by most children all over the world. Even the work has been translated

into different languages. The inquirer found that the scripts of *Sleeping Beauty* truly vary. The version taken for the analysis in this paper is downloaded from <http://etc.usf.edu/lit2go/68/fairy-tales-and-other-traditional-stories/5102/sleeping-beauty/>, briefly consisting of only three pages. It seems that the version was adapted from Withers' et al's book entitled *The Child's World Third Reader* (1917). Mostly depicting neverland inhabited by mysterious and sometimes scary creatures and fairies, fairy tale is considered as one genre of children literature. Toha-Sarumpaet (2010) classified this sort of story as fantasy. The exemplary stories that she mentioned, among others, are written by H.C. Andersen, Lewis Carroll, J.K. Rowling, and surely the Grimm Brothers themselves. Being called fantasy, it talks about elements impossible to take place in real life, such as flying human-like creatures, gods and goddesses, the non living things that can speak and walk, and all other things people will find illogical to happen.

Having been adapted from time to time, *Sleeping Beauty* does not lose its beauty and attraction. In 1959, Walt Disney had animated this fairy tale under the same title, before finally Angelina Jolie, the cast of *Maleficent* as well as its executive producer, released this movie version in Hollywood on May 28, 2014. As an adaptation, there must be some changes encountered by the latest version. The director as well as the producer maintain some significant parts that intertwine the two existing works. The title per se suggests a new thing offered, i.e. *Maleficent*, the name of the so-called evil fairy, which some articles mention as "mistress of all evil", who turned out to be an adoptive mother of Princess Aurora. In other words, this antagonist later becomes a protagonist. This, along with its other specific interesting phenomena, becomes the main reason why the inquirer is motivated to hold this kind of brief analysis.

2. Theoretical Perspective

Ecranisation

Ecranisation is an adaptation of a book, story, or other form of written or graphic work into a film. According to Eneste (1991), ecranisation is defined as "*pelayarputihan*" of a novel into a movie. The transformation of written literary works into movie can affect the contents of the story. Ecranisation itself is a fragment of comparative study which is relatively new. It comes from the word "*ecran*", the French language,

which means the screen. In the definition of ecranisation based on Eneste, it means the changes in literary works on film.

Damono (2009) suggested another term for this process, i.e. *alih wahana*. This term contains a broader meaning, since it can be applied to the process of adapting a certain art work, whether oral, written, audio visual, painted, to another medium. The examples that can be mentioned are poems into paintings, poems into songs, paintings into novels, paintings into poems. It is almost similar to intertextuality, particularly ekphrasis as any writing that comments upon another art form, for instance a poem about a photograph or a novel about a film. Keats' *Ode on a Grecian Urn* is a prime example of this type of writing, since the entire poem concerns the appearance and meaning of an ancient piece of pottery.

Eneste (1991) explained that the changing process in the ecranisation consists of:

a. Reduction

Eneste (1991) stated that the reduction can be carried out against elements of literary works such as story, plot, characters, setting, and atmosphere. With the process of reducing or cutting, hence not all things revealed in the novel will be found also in the film. There must be some consideration of the film maker in reducing certain parts of the original version, namely, the duration, the convention and nature of a movie that might not be able to visualize all the written aspects of the novel, the attraction of the resulting film, and so on.

b. Interpolation

The interpolation, or else the action of interjecting/interposing an action of remark that interrupts the original version, is the change in the process of transformation of literature into film form. Just as in reduction creation, this process can also occur in the realm of story, plot, characterization, background, or the atmosphere. Interpolation were made in this ecranisation process certainly has a reason. Eneste (1991) stated that a director has a particular reason to make interpolation or inserting new aspects or events in the film because it is an important interpolation of movie angle.

c. Variation Changing

According to Eneste (1991), ecranisation allows certain variations between the written form and the movie. It means variations could occur in the realm of story ideas, style storytelling, and so on. Variations in transformation are influenced by several factors, i.e. the media used and time duration of movie showing. Eneste also stated that in the

ecranisation, the film maker needs to make some variation in the movie, giving the impression of movie based on the original written version of the work.

d. Intrinsic Elements of Literature

As a precritical response to a work of literature, Guerin et al. (1999) suggests the following aspects to take into consideration, i.e. setting, plot, character (and characterization), theme, and atmosphere, along with structure and style. Quite similarly, Martin and Hill (1996) introduced the major elements of a literary work, particularly in prose. The first one is plot, which they defined as 'what happens in the story'. When describing what happens, it is important to specify certain things, such as "who are the characters?", "where are they?", "what do they do?", "when does the action take place?". Thus, a plot of a story is constituted by its events and actions so as to achieve a particular artistic and emotional effects (see also Abrams, 1999).

Whereas, the 'people' of a prose work are referred to as characters, and the way the story maker presents them to the readers is called characterization. Characters can be flat or round, or protagonist and antagonist, major and minor, depending on the angle we are using when interpreting the character's actions. As for the characterization, analysis of a character might be carried out from such indications as appearance and possessions, action, conversation, and thought (Martin & Hill, 1996).

Setting in a narrative work refers to the general locale, historical time, and social circumstances in which its action occurs. Therefore, setting can be a place or time, where and when the story takes place.

The next intrinsic element is atmosphere. Abrams (1999) defines it as "the emotional tone pervading a section or the whole of a literary work, which fosters in the reader expectations as to the course of events, whether happy, terrifying, or disastrous." Alternative terms for this element are mood or ambience.

Last but not least, theme takes an important role in a prose work. It is the central philosophical or moral idea of a literary work, or else what the story is about. The reader responds to the theme by interpreting the plot, the characters, the symbolism, the imagery, and the like. Identifying the theme is often very subjective since it is a personal process. Readers rarely disagree about the plot of the story, since plot is more easily identified. But they sometimes disagree about the theme, as this is a part of a personal response of the reader to the literary work they enjoy.

3. Findings and Discussion

3.1 The Transformation of Intrinsic Elements from *Sleeping Beauty* to *Maleficent*

After analyzing the two works, the inquirer finally could mention the transformation of the fairy tale *Sleeping Beauty* into a movie entitled *Maleficent*. The following five tables are going to depict all the findings:

Table 1. The Transformation of Plot

<i>Sleeping Beauty</i>	<i>Maleficent</i>
<ul style="list-style-type: none">- The story is introduced by the existence of a king and queen about to have a baby. When the baby was born, the parents asked fairies to spell their good wishes for the newly-born baby. Unfortunately, one fairy was not invited.- Being ignored, she gave a curse towards the baby. By her 17th birthday, she would have a misfortune. She shall prick her finger with a spindle, and she shall die.- Another wiser fairy helped the king undo the curse, at least the princess would not die. Instead, she would fall into sleep for a hundred years.- When the girl has grown up, aged 17 years, she truly suffered from this curse, but saved by a charming prince who fell in love with the girl.	<ul style="list-style-type: none">- Quite more complicated than the original version, the story is narrated by a hidden character that later on turns out to be Maleficent herself, the evil fairy who in the end of the story becomes the savior of the princess.- The story begins with the two regions, i.e. the human kingdom and the Moors, the forest inhabited by animals, fantasy creatures, talking and walking trees, ruled by Maleficent.- The conflicts occurred with the bad deeds and actions of Stefan in removing Maleficent's wings. As a reward of doing this, King Henry, the ruler of the human kingdom asked him to marry his daughter.- Having a newly-born baby, King Stefan and Queen Leila celebrated this by inviting fairies so that they can give best wishes for the baby.- Suddenly maleficent appeared, spelled a sleep curse on the princess.- Time went by, and the princess was almost 16 years of age. By that time, Maleficent and the princess have built a good relationship, though the princess was unaware that she got the curse from the woman figure she loved.- On her 16th birthday, finally the curse took place. The king was furious, and the three fairies raising the princess did all they could to save the princess.- As the ending of the movie, the princess was saved by the true love of Maleficent, instead of a kiss from the prince.

Table 2. The Transformation of Character and Characterization

<i>Sleeping Beauty</i>	<i>Maleficent</i>
No personal pronouns or any names are mentioned, only the king, the queen, the princess, the three good fairies, an evil fairy who gives the baby a misfortune, and the prince who breaks the enchantment towards the princess.	Below are important characters in the story: <ul style="list-style-type: none"> - Maleficent, an evil character who becomes a savior at the end of the story - Princess Aurora, King Stefan and Queen Leila's daughter and the princess of the human kingdom - King Stefan, ruler of the human kingdom and a traitor towards Maleficent who removes her wings - Diaval, a raven whom Maleficent rescues, and finally becomes her confidant - Three pixies (pink, green, and blue) in charge of raising Princess Aurora in secret until her 16th birthday - Prince Phillip, a young prince falling in love with Aurora while travelling through the forest

Table 3. The Transformation of Setting

<i>Sleeping Beauty</i>	<i>Maleficent</i>
A kingdom, no specific term for it	Two setting place: the human kingdom and the Moors as the land of fairies

Table 4. The Transformation of Theme

<i>Sleeping Beauty</i>	<i>Maleficent</i>
It is about true love between a man and a woman	It is about true love, too, but more universal. Love can rescue anybody from misfortune, as long as the lover and the loved ones truly express their affection and care from the bottom of their heart.

Table 5. The Transformation of Atmosphere

<i>Sleeping Beauty</i>	<i>Maleficent</i>
A combination of happiness, cheerfulness, a bit gloomy when the princess got her sleep curse	Mostly gloomy, full of mystery and hatred

3.2 Discussion of the Ecranisation Process

As stated in the previous subtitle, the ecranisation may take place by applying three different ways, i.e. interpolation, reduction, and

variation changing. Referring to the resulting findings, particularly towards the intrinsic elements of *Maleficent*, the inquirer sees that the movie maker mostly applied interpolation and variation changing. No reduction is employed. Therefore, the content of the movie is richer in various aspects.

Interpolation can be seen when certain events are inserted, such as the introductory part of the plot, the causes of the fairy's hatred towards the newly-born baby, the efforts of the other three fairies in taking care of the princess, and the occurrence of a new character named Diaval as Maleficent's only supporter and confidant.

Whereas variation changing surely happens at the climax of the story along with the ending, the reinterpretation of true love as the main theme of the story, and the setting. The climax is supposed to happen when finally Princess Aurora pricks her finger with a spindle. In the original version, she fall asleep for a hundred years before finally saved and awoken by a young prince. In the movie, this similar event happens, but the difference lies on Maleficent's own endeavor in saving the beloved princess from her own curse that she has tried to undo. Following this, surely the ending changes a lot. Princess Aurora who realizes that Maleficent is the one who saves her from the misfortune can finally become the ruler of the human kingdom, living peacefully with all creatures inhabiting the Moors, ruled by Maleficent who has got her wings back.

The theme offers the new reinterpretation of true love. Traditionally, when readers enjoy folktales or fairy tales, love is always represented by a loving couple, a prince and a princess, a man and a woman. It hardly happens between a sister and a brother, or even an adopted daughter to a foster parent. This movie directs us to unusual insight of true love. When the princess has already fallen asleep because of the curse, and the prince has been asked to kiss her to awaken the princess, nothing happens. By that time, the viewers would think that there is no more hope to rescue the princess. Then Maleficent appears. Full of tears on her face, she kisses the sleeping girl, and she wakes up. This depicts a symbol of parental love, the one Princess Aurora never experiences as she is raised by the three careless and unqualified fairies instructed by King Stefan.

In the setting, there are two important places where actions of characters happen, i.e. the human kingdom which is ruled by King Henry and later by King Stefan, and the Moors, the forest where Maleficent lives. The movie is enriched with a lot of magical acts and beautiful

scenery of the Moors. This cannot take place when the readers only read the original version. This fantasized setting makes the viewers of the movie astonished.

4 Conclusion

Ecranisation seems to be a good way of reinterpreting a work to another form or medium, in this case from a written form to an audio visual work, a movie. When the original version of *Sleeping Beauty* was adapted into a movie entitled *Maleficent*, it encounters certain changes. The transformation of intrinsic elements is in the form of interpolation and variation changing. Interpolation is applied by inserting additional events, new characters as well as their acts and efforts in raising and rescuing Princess Aurora from the sleep curse. The variation changing can be identified in the development and enrichment of the plot, the reinterpretation of theme (true love), and the occurrence of the new setting places, i.e. the human kingdom and the Moors with its magical aspects.

References

- Abrams, M.H. (1999). *A Glossary of Literary Terms*. Seventh Edition. USA: Heinle & Heinle.
- Damono, S. D. (2009). *Sastra Bandingan*. Jakarta: Editum.
- Guerin, W.L., Labor, E., Morgan, L., Reesman, J.C., and Willingham, J.R. (1999). *A Handbook of Critical Approaches to Literature*. Fourth Edition. Oxford: Oxford University Press.
- _____. (2014). *Maleficent*. Directed by Robert Stromberg and Produced by Walt Disney Studios Home Entertainment. DVD released on November 4, 2014.
- Martin, A., and Hill, R. ((1996). *Modern Novels: Introductions to Modern English Literature for Students of English*. New York: Prentice Hall.
- Eneste, P. (1991). *Novel dan Film*. Flores: Penerbit Nusa Indah.
- _____. *Sleeping Beauty by the Grimm Brothers*. Retrieved from <http://etc.usf.edu/lit2go/68/fairy-tales-and-other-traditional-stories/5102/sleeping-beauty/> on 10 June 2015.

Toha-Sarumpaet, R.K. (2010). *Pedoman Penelitian Sastra Anak*. Jakarta: Yayasan Pustaka Obor Indonesia.

Withers, S., Browne, H.S., Tate, W.K. (1917). *The Child's World Third Reader*. New York: Johnson Publishing Company.

Biodata

LILIS LESTARI WILUJENG is a lecturer at the English Letters Study Program, Faculty of Language and Arts, Universitas Ma Chung, Malang, East Java, Indonesia. Her research interests cover English literature, American studies and cultural studies.

Cultural Hegemony in E.M. Foster's *A Passage to India* and Kiran Desai's *The Inheritance of Loss*

Evi Mahsunah

Universitas Nahdlatul Ulama Sidoarjo
evimahsunahtaman@yahoo.com

Abstract

Colonialism has given some impacts in the cultural life of the colonized countries, cultural hegemony is one of the impacts which caused a lot of local values displacements. It is one of the interesting social problems that related closely to the identity of certain countries. The description of cultural hegemony happened in India after being colonized as revealed in E.M. Foster's *A Passage to India* and Kiran Desai's *The Inheritance of Loss* can be observed from the Indian's attitudes toward the cultural hegemony itself. Cultural hegemony happened to almost all of important aspects of society in colonized countries. It created and supported by the colonizers to reinforce their power and domination. This paper is a literary criticism that uses American School of Comparative Literature supported by the Gramsci's theory of cultural hegemony and method of post-colonial literary criticism. It reveals that British colonialists in India focuses on language, religion, knowledge or education, and tradition. The effects of cultural hegemony include inferiority and superiority, modernity and destruction of the local culture, and inharmonic relationship among the society. The Indians have both negative and positive attitudes toward cultural hegemony in their country. It is also found that there is an indication that the cultural hegemony in India developed fast at that time because most of Indians have positive attitudes toward it.

Key Words: colonialism, post-colonialism, post-colonial literary criticism, cultural hegemony

1. Introduction

There are many works of literatures talking about colonialism / post colonialism. These works commonly have described the interactions between European nations and the ex- colonized nations and about the cultures and cultural products influenced by colonialism, from the era of colonization recently. However, these interactions show inharmonic relationship between the colonizers and colonized people. Inequalities between them make the colonizers as the superior and the colonized people as the inferior. Cultural hegemony becomes the main topic in this study because it is one of the interesting social problems which is closely related to the identity of certain countries. The term hegemony was first established by Antonio Gramsci. The discussion employs the Gramscian notion of hegemony defined as a relation of domination by means of

consent through political and ideological. According to him, political power is controlled not through government use of force, but through ideology. It means that ideas and cultural institutions can shape the cultural society. Gramsci also defines hegemony as the process in which the dominant groups, through their privileged access to social institutions, propagate their own values (Gandhi, 1998: 31)

In order to know the description of cultural hegemony in India, these Foster's *A Passage to India* and Desai's *The Inheritance of Loss* will be used as the objects of comparative literary study in this research. To analyze the phenomena of cultural hegemony in Foster's *A Passage to India* and Desai's *The Inheritance of Loss*, the writer uses the postcolonial literary approach. It is intentionally chosen to give a comprehensive description of how cultural hegemony becomes a continuing process which does not only happen in the era of colonialism. Yet, it also continues for certain time after the colonialism has ended. It is also used to know more about the Indian's attitudes toward the cultural hegemony in their country.

2. Research Method

This study uses descriptive qualitative to achieve clear description of the problems found in the objects discussed, it attempts to describe Gramscian's hegemony. It is a literary study that is included into post-colonial literary criticism for its focus observing the cultural hegemony in ex- colonized countries. Based on Ashcroft (2005: 2), post - colonial studies include every examination of any power that uses its authority to manipulate and exploit the native people in colonized or after being colonized. Colonial/post-colonial literary studies deal with 'the effects of colonization on cultures and societies. The data for this study are gathered by reading books, taking notes, and getting online to find e-Books, journals and articles related to the object of the study. The data will be in the forms of phrases and sentences quoted from dialogues carried out by the characters in the intended literary work used as the object of this research.

3. Findings and Discussion

Kiran Desai's *The Inheritance of Loss* and Foster's *A Passage to India* have delivered an accurate picture of how cultures deal with changes after the coming of colonialism. It is happened because the colonizers not only take control and domination on the land and natural resources of the colonized country, but also abased the local culture, religions, knowledge, language, and traditions. In addition, the existence of pro-colonial society and anglophiles is the result of social hegemony on knowledge, local language and traditions. Considering the power of colonizers who had dominated almost all aspects of their life, the local society proudly used some attributes of colonizers in order to be acknowledged as a part connected to the owner of the power.

Meanwhile, the fact that they had left their local values indicated that they were breaking their own society.

3.1 The Description of Cultural Hegemony in India Revealed in E.M. Foster's *A Passage to India*

A Passage to India is a classic example of how different cultures, when forced to intermix, misunderstand each other, and what consequences stem from those misunderstandings. satisfactorily and their failure to eliminate prejudice, to establish relationships. There are at least four important aspects of Chandrapore society that faced some changes and alterations after the coming of colonialism, including the language, the belief or religion, knowledge/ education, and tradition (Mahsunah, 2014: 80).

Language; One of the most important aspects of Indian culture that was dominated by the colonialist is language. As a matter of fact, language is the vital component of society and language is the first mean to teach ideology. The Indians always give big effort to speak better English in order to get the honor from others. Dr. Aziz as the main character of the novel also wants to learn more English in order to close to the Englishman. The group of Indian ladies in a Purdah party also is very pleased that their English can make the English women in the party proud of them. So, it been proven that the Indians' manner had grown more, they were westernized, and might apply the British standard to them (Forster, 1981: 16).

Religion; Religion plays a major role in *A Passage to India*, dividing not only the primarily Christian British from the Indians, but also dividing Indian society from within. While Hinduism is the majority religion in India, and Islam the most significant minority, other Indian religious groups mentioned in the novel include Sikhs, Jains, and Buddhists.

Knowledge; The spreading of Western or colonial knowledge is supported by serious efforts of Western in building some educational institutions that serve "their knowledge" in modern systems and managements. These institutions purposed to be the places in which they can transfer the knowledge to the all people over the world, especially the young students, to affirm their power without any boundaries. In addition, in Chandrapore colonizers also build some schools and colleges support their occupation. Books of literature helped furnish the bourgeois epistemological knowledge for colonialists. They were used to exploit the people intellectually. They were also used to shape the style of thoughts of the colonized.

Tradition; Many of the traditions that Forster addresses are fundamentally distinctive of Indians, while many of the habits are sadly universal. One such "Indian" habit that Forster addresses is the inability to overcome social division. When Mrs. Moore suggests that India is a "muddle," it is clear that this is reflective of an Indian social habit. Both Hindus and Muslims are unable to interact effectively with the British.

There might be a variety of reasons for this having to do with oppression and control. Yet, part of it seems to be a social awkwardness that is a habit in Indian social graces. The Indians also are portrayed as lazy, with parasitic tendencies.

3.2 The Description of Cultural Hegemony in India Revealed in Kiran Desai's *The Inheritance of Loss*

In *The Inheritance of Loss*, Desai tells the story of Sai who lives with her grandfather, a retired judge, in Kalimpong on the Indian side of the Himalayas and at the foot of Mount Kanchenjunga. They also faced some changes and alterations after the coming of colonialism, including the language, the belief or religion, knowledge/ education, and tradition.

Religion; *The Inheritance of Loss* briefly presents people who believe in different religions and exhibiting diverse food habits. The novel describes not only about the Hindus but also Christian as well as Moslems. In Kalimpong village most of the Indians are Hindu, but they also celebrate the Christmas' party.

Language; Desai not only presents people who believe in different religions and exhibiting, but also difference in language. Though the novel is written in English, Hindi words and slangs also form part of the novel. Desai's characters read books that are multicultural and also diverse in the treatment of subject matter. The fact that the judge gives the order in two languages emphasizes their differences regarding cultural belonging and identity.

Knowledge and Education; One evidence that although the colonialism has ended, the people of colonized countries still cannot create equality or symmetry of ignorance because their minds were constructed to consider that everything without Western is old fashioned or out dated. In a larger perspective, Desai illustrates how Jemubhai himself is a victim of colonialism. He is brought up to see the wealth and power of the British and that loyalty to this nation pays, both socially and professionally.

Tradition; through this passage Desai illustrates how the process of internalization, the incorporation into the self of the attitudes and standards of others can work on the human mind. Through learning and accepting the norms and attitudes of the English, Jemubhai gradually understands how these issues can be valuable to him, and finally he regards them as his own viewpoints. In this way Jemubhai becomes a victim of internalized oppression; he starts to believe that the discrimination against him is justified. Through the process, Jemubhai soon learns how to use the methods of his oppressors towards himself.

3.3 The Indian's Attitudes toward the Cultural Hegemony Reflected in E.M. Foster's *A Passage to India* and Kiran Desai's *The Inheritance of Loss*

The Indians have various attitudes toward the British and the situation of cultural hegemony in their country. It can be seen through the main character in *A Passage to India*, Aziz actually has positive and negative attitudes toward cultural hegemony. Aziz is against the British at the beginning; however, he begins to alter his opinion after meeting Mrs. Moore in the mosque. This is the beginning of the possibility of a friendship with Fielding. If the British and the Indians treated one another as Aziz and Fielding did, then it would be possible for members of the two nations to be friends. The latter part of the book shows that this integration is not possible.

The Indian's attitudes toward the cultural hegemony reflected in Kiran Desai's *The Inheritance of Loss* can be seen clearly through Jemubhai Patel. When Jemubhai goes to live in England, he tries to become more British. He begins to see all things Indian as vile. In a larger perspective, Desai illustrates how Jemubhai himself is a victim of colonialism. He is brought up to see the wealth and power of the British and that loyalty to this nation pays, both socially and professionally. However, when he tries to approach the British system of education in England, he is met with prejudice and intolerance. Then he fully realizes that he is not welcome and that he never will be "one of them".

3.4 The Significance beyond the Comparison of Cultural Hegemony Resulted by Colonialism in India Reflected in E.M. Foster's *A Passage to India*

Before the coming of colonizers, the society in India, especially in Chandrapore and Himalayas area lived in stable belief, had own legal, education, religious, and conventional governing relations. But, the coming of many new things in their surrounding brought by colonizers had overshadowed them with danger, fear and confusion. This condition affected the stability of the local culture of India.

This phenomenon revealed that all culture have two tendencies, they are a tendency towards stability and a tendency toward changes. These stability and change of culture of course affected other important elements of the society, including the economy, politic, and security. As the result, Indian culture was destroyed, undervalued, undermined, and distorted, even by the native of India who was successfully changed in order to follow the western ideology.

The total destruction caused by the cultural hegemony centered to the religion, knowledge, language, and tradition had answered the question why did these four elements of culture become the main focus of the colonization. By dominating the four, the colonizers totally reached their highest goal in building the power in the colonized country, India in order

to over last their directory and control on the all aspects of the life of colonized society.

4. Conclusion

The cultural hegemony in India after being colonized revealed that the British colonialists in India focused on first, language, in which the English had been dominated the formal and informal communications in India, as it was taught in all schools of India. Second, religion, in which the local belief of Indian villagers were replaced by the Christianity as the new religion in the colonized country which its popularity was supported by the colonial missionaries, third, knowledge and education, in which the British knowledge begun to be taught in the convent school by the colonial missionaries, fourth, tradition, in which the local tradition had been decrease its values and was swept aside its position. Especially by the Anglophiles who put everything related to the British as the most ideal way of life.

Based on the Indian's attitudes toward cultural hegemony in their country, it can be said that most of Indians have both positive and negative attitudes toward cultural hegemony in their country. They are able to accept the Western culture brought by the colonizers and put them in higher position than the local culture. On the other hand, only a few of the Indians realizes that the cultural hegemony can raise the destruction on the local culture.

Both Desai and Foster described that cultural hegemony in India revealed the similarities lying on the focuses of cultural hegemony done by colonialists which included language, religion, knowledge and tradition.

The significance beyond the comparison of cultural hegemony resulted by colonialism in India reflected in E.M. Foster's *A Passage to India* and Kiran Desai's *The Inheritance of Loss*, revealed that actually culture is not stable thing. It can be change especially by great power such as the colonial power, second, language, religion, knowledge and tradition are the most important elements to strengthen the colonial power, that is why, these elements of culture become the focus of colonialism. Some phenomena of cultural hegemony also shown from the two novels indicate that the cultural hegemony in India may be developed to the more critical condition as revealed in Desai's *The Inheritance of Loss*.

References

- Ashcroft, B., Griffiths, Tiffin, G. a., & Helen. (2005). *The Empire Writes Back. Theory and Practice in Post-Colonial Literature* London: Routledge.
- Bassnett, S. (1993). *Comparative Literature*. Cambridge: Blackwell.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. USA: Sage Publications. Inc.
- Desai, K. (2006). *The Inheritance of Loss*. Canada: Penguin Group.
- Mahsunah, Evi. (2014). *Colonialism in E.M. Foster's A Passage to India and Kiran Desai's The Inheritance of Loss: A Cultural Hegemony Analysis*. Tesis. Universitas Negeri Surabaya
- Femia, J. V. (1981). *Gramsci's Political Thought. Hegemony, Consciousness, and the Revolutionary process*. New York: Oxford University Press.
- Forster, E. M. (1981). *A Passage to India*. London: Penguin.
- Gandhi, L. (1998). *Postcolonial Theory: A Critical Introduction* Australia: Allen & Unwin.
- Gramsci, A. (1995). *Selections from The Prison Notebooks of Antonio Gramsci*. New York: International Publishers.

Biodata

Evi Mahsunah is an English lecturer since 2007, she was born on April 22, 1977, in Kediri, East Java. Her career started as an English lecturer in Sunan Giri University Surabaya (2007-2014), then in the Department of English for Education at Nahdlatul Ulama University Sidoarjo since 2014-present. She received her bachelor's degree from University of Jember in 2001 and her master degree from Universitas Negeri Surabaya in 2014.

‘THEY CALL ME AN OREO’ EXAMINING SKIN COLOR PREJUDICE AND PRIVILEGE IN INTRARACIAL RACISM

Titien Diah Soelistyarini
Universitas Airlangga, Surabaya
titien.soelistyarini@fib.unair.ac.id

Abstract

Prejudice and discrimination cannot be separated from the discussion of race and racism in today's multicultural society. However, the discussion is typically confined to the traditional paradigm of the majority discriminating against the minority. No one will expect that racism may occur within the minority group itself. This article deals with the issue of intraracial racism in Heidi W. Durrow's novel *The Girl Who Fell from the Sky* (2010), which portrays a mixed-race girl living in a predominantly African American community. To examine Rachel Morse, the main character in the novel, who has to face prejudice and discrimination from her black schoolmates, this study applies the notion of colorism and borderism within the sphere of African American criticism to reveal the practice of intraracial racism toward Durrow's fictional character and the way she reacts against the prejudice and discrimination. Eventually, coming-of-age in a black community has made Rachel Morse aware of her biracial identity along with the prejudice and privilege attached to it. In the end, this study shows that intraracial racism, which may not be a mainstream topic of discussion, is proven to be ever-present within African American community even though it is often somewhat overlooked.

Keywords: *mixed-race identity, colorism, borderism, African American criticism*

1. Introduction

Race was often misunderstood as simply a matter of human biological diversity. Consequently, humans were put into different racial categories based on their physical features commonly denoted by skin color. In fact, the concept of race is complex and multifaceted. Contemporary scholars believe that race is “a social invention, a set of culturally created attitudes and beliefs about human group differences” (Smedley, 1997); and it is “not objective or biologically significant, but constructed by social sentiment and power struggle” (Delgado & Stefancic, 2001, p.75). Hence, race may be defined and categorized differently from time to time in response to the shifting needs of the dominant society.

In America the discussion of race mainly focuses on a simple dichotomy of Black and White, in which “Blacks are contrasted with Whites as if each were a homogeneous group” (Celious & Oyserman, 2001, p.150). Accordingly, it somehow neglects within-group heterogeneity of the African American community. The mixing of races as the result of interracial marriage have also been overlooked since the prevailing social rule in American society so called ‘one-drop rule’ simply classifies people into either black or not black (Jordan, 2014, p.100). Even the US courts and law books historically declared that “a mixed race person with ‘one black ancestor’ or ‘one drop of black blood’ should be categorized/viewed/treated as black” (Dworkin & Lerum, 2009). As a result, early studies on race often failed to notice the multiple experiences of being Black in America that differ based on physical features, namely skin tone, especially for mixed race offspring whose physical traits place them ‘in-between’ races.

The experience of being black, yet not quite black in an African American community is portrayed through Rachel Morse, the main character in Heidi W. Durrow’s autobiographical fiction *The Girl Who Fell from the Sky* (2010). Born out of a Danish mother and African American father, Rachel survived her family rooftop suicide tragedy in Chicago that killed her mother and all her siblings, leaving her to live with her paternal grandmother in a predominantly black community. This new environment makes Rachel finally realizes that whites have blue eyes and blacks have dark skin, yet she has both. Perceived as a threat, her unique beauty and ‘whiteness’ makes her resented and rejected by the black girls at her school. Based on Rachel’s experience as a biracial girl inheriting both white and black physical traits from her interracial parents, this article will examine intraracial racism towards Rachel in the forms of colorism and borderism and the way she reacts against them.

2. Method

This study on the practice of intraracial racism portrayed in Durrow’s novel *The Girl Who Fell from the Sky* is a qualitative research as it is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter (Denzin & Lincoln, 2005, p.3). In other words, this method interprets the data in a natural way to examine its meaning and use it to answer the research question. The primary source of this literary research is Durrow’s novel that will be analyzed using African American criticism focusing on Walker’s concept of colorism and Dalmage’s notion of borderism within the issue of intraracial racism. In order to reveal Rachel’s point of view regarding her new environment and the attitudes of the people whom she interacts with, this study focuses on Rachel’s point of view as narrated in the ‘Rachel’ chapters of the novel. In the analysis, this article will discuss the practice of intraracial racism: first,

in the form of colorism and second, borderism. The next part of the analysis will then reveal the way Rachel deals with this racism. Finally, the conclusion will be drawn to deliver the interpretation of intraracial racism in the novel.

3. Findings and Discussion

3.1 Intraracial Racism in the New Predominantly Black Environment

As the only survivor of her family tragic ‘fall’ from the roof of their apartment building, Rachel has to move to Portland, Oregon, to live her African American grandmother in a distinctly black community. Being white and European, Rachel’s mother never told her children about racial differences since she did not see them. Therefore, Rachel never regarded herself as black. At school she starts to notice the differences, yet she does not seem to understand how someone with the same hair and color skin as hers is counted as black.

Having not fully adopted her new identity as a black girl, Rachel has to face unpleasant treatment from her black schoolmate.

There is a girl who wants to beat me up. She says, “You think you so cute.” Her name is Tamika Washington. She says, “I’m fixin to kick your ass.” Sometimes she pulls my hair. In gym class she grabbed my two braids. I said “ouch” really loud enough even though I didn’t mean to and Mrs. Karr heard. She said, “Tamika,” and blew the whistle real loud. And Tamika said, “Mrs K. I’m just playin with her. Dang.” When Mrs. Karr turned away again that’s when Tamika said it. “I’m fixin to kick your ass after school. You think you so cute with that hair.” (Durrow, 2010, p.10)

Intraracial racism, which refers to discrimination within the black community due to differences in skin tone and prominence of African features (Tyson, 2006, p.362), is clearly reflected in this interaction between Rachel and Tamika on her second day at school. In this situation, Tamika resents the way Rachel looks and acts. She intimidates Rachel because she envies her and considers her as a threat. Finishing second place after Rachel on the Race Day, Tamika’s jealousy is apparent as she says to Rachel, “Mmmh, girl. You got them boys pantin with your titties all hanging out. Don’t try to steal my man with those.” (Durrow, 2010, p.69). Hence, this quotation further affirms that these resentment and jealousy have certainly induced Tamika to project her intraracial prejudice on Rachel.

Intraracial racism within the black community as portrayed in the novel exists in two forms: colorism and borderism. The notion of ‘colorism’ or skin color prejudice refers to a prominent form of intraracial racism among Blacks that largely influences black identity (Turner, 2013). Meanwhile, the concept of ‘borderism’ is associated with “individual who has crossed the line” by choosing not to align themselves with perceived

Black behaviors or racial identity (Dalmage, 2000, p.41). These two forms of intraracial racism that Rachel experiences in the novel will be discussed further in the following subsections.

3.2 Colorism: They say I am Light-Skinned-ed

First coined by Alice Walker, a Pulitzer-winning author, the term “colorism” is used to define “prejudicial or preferential treatment of same-race people based solely on the color of their skin” (1983, p.291). As illustrated in the previous quotations, Rachel has to face intimidation and prejudice from her black schoolmate, Tamika. Rachel realizes that this intimidation is due to her being “light-skinned-ed” (Durrow, 2010, p.10). Thus, this fact confirms Walker’s notion of colorism since the source of intraracial racism against Rachel is her skin tone. Gullickson (2005) states that “skin tone variation has long been associated with intraracial stratification within the US black population” (p.157). In addition, Keith and Harding (as cited in Celious & Oyserman, 2001) asserts that “Black women were the ones most debilitated by skin tone distinction,” as women with darker skin tended to have lesser privilege in terms of socioeconomic status, occupational experience and sense of attractiveness (p.157). Accordingly, as Rachel has lighter skin tone compared to Tamika and most of the black girls at school, she easily becomes the target of intraracial prejudice from those who feel threatened by her privilege of having more sense of attractiveness, especially towards the opposite sex.

As skin tone is typically linked to attractiveness, those with lighter skin tone tend to be treated more favorably in everyday interactions. On the school picture day, the photographer does not fail to notice Rachel’s beauty as he makes a comment on her as “such a pretty black girl” (Durrow, 2010, p.13). People also look at her differently after Rachel changes her hairstyle.

I look pretty. That pretty is what Mor’s: my eyes, now my straight hair. People act different around me too. Mr. Barucci, my science teacher, said something real nice. He said I looked very beautiful, a pure masterpiece. I smiled a no-teeth smile and he said, “Makes those eyes more startling to look at.” And he puts his fingers to his lips and made a kiss he threw in the air. “Bella!” (Durrow, 2010, p.97)

These quotations show that having physical traits associated with whiteness (blue eyes, straight hair, and light skin) clearly leads to colorism as Rachel experiences both prejudicial and preferential treatments from her surrounding. Correspondingly, Hunter (2007) suggests that colorism for African Americans rooted in European colonialism and slavery in the Americas, with both systems operated as forms of white domination rewarding those who emulated whiteness culturally, ideologically, economically, and even aesthetically (p.238-239).

Hence, colorism against Rachel undoubtedly reflects the belief in white supremacy that has been internalized within the African American community.

3.3 Borderism: They Call Me an Oreo

Despite colorism, another form of intraracial racism portrayed in the novel is borderism – “a unique form of discrimination faced by those who cross the color-line, do not stick to their own, or attempt to claim membership (or are placed by others) in more than one racial group (Dalmage, 2000, p.40). Accused of wanting to be white by the black girls in her school, Rachel has to accept discrimination from them. Apart from the fact that other kids at school see her as light-skinned, Rachel is considered crossing the color line due to the way she looks, acts, and talks. Rachel only has one girlfriend, Tracy, and Tracy is white. Rachel also narrates that “And I talk white” and “They have a language I don’t know but I understand” (Durrow, 2010, p.10). Moreover, due to her upbringing and mixed-race identity, Rachel does not sing or dance as most black girls do, she listens to white music – jazz, and she even talks “all proper” (Durrow, 2010, p.117-118).

As Rachel’s traits show more resemblance with those of the Whites, her peers harass her for not being black enough. Rachel narrates in the story: “That makes me think of how other black girls in school think I want to be white. They call me an Oreo.” (Durrow, 2010, p.148). It is widely known that ‘Oreo’ is a brand name for a chocolate sandwich cookie consisting of two dark chocolate cookies with white crème filling in between. In this context, Oreo is used as a metaphor for black people who want to be white because they look black on the outside yet feel white in the inside. For her black friends, Rachel is considered as an Oreo—a black who has crossed the color line for acting white; therefore, Tamika and other black girls practice borderism against Rachel through intraracial harassment. Dalmage (as cited in Smith & Jones, 2011) states that intraracial harassment, as a form of borderism, is “both a preventative measure, warning those who might cross ethnoracial boundaries about the sanctions they would suffer if they did, and a penalty, sanctioning those who do so” (p.1568). Hence, labeling Rachel as an Oreo is perceived as the way her surrounding African American community launches verbal assaults and insults to question her racial identity and allegiance to the community.

3.4 Challenging the Racism: I Don’t Want to be White, I Want to be Nothing

Experiencing intraracial racism in the forms of both colorism and borderism, Rachel has different ways in dealing with the problem throughout the novel. When she is just learning about her black identity in

the beginning of the story, Rachel tries as much as she can to hide anything that can associate her with whiteness.

“I don’t ever mention that I’m related to white people. And most of the time I try not to let the black girls like Tamika see me talk to Tracy, because Tracy is a white girl. And the way they say that—*white girl*—it feels like a dangerous thing to be.” (Durrow, 2010, p.28).

Even though at that time Rachel has not fully seen herself as a black girl, she learns that showing any association with whiteness is dangerous for her new identity. Perceived as black by others, she is expected to look and act like one. Thus, concealing her ‘whiteness’ is one way for Rachel to negotiate her identity and deal with the intraracial racism against her.

In the latter part of the story, in response to intraracial harassment from her peers who have mistakenly accused her of crossing the color line, Rachel narrates that “I don’t want to be white.... I want to be nothing.” (Durrow, 2010, p.148). Although Rachel does not directly voice her response in front of her schoolmates, she challenges their act of intraracial racism by rejecting their claim of her being a border crosser. She denies their accusation as an Oreo. She is determined to embrace the identity of a ‘new girl’ who belongs to neither one and chooses to be none of them, instead. In the end, by challenging this racism, Rachel no longer regards race as an issue.

4. Conclusion

In the simplified White-Black dichotomy, racism in America typically refers to discrimination and prejudice against the Blacks. However, this study on Durrow’s fictional character, Rachel Morse, shows that there is another form of racism that is just as detrimental. Intraracial racism against Rachel due to her skin tone and unique physical traits does not only result in prejudicial treatment but privileges as well. This act of colorism thus confirms that the belief of white supremacy still prevails within the black community as lighter-skinned blacks are believed to have more privileges over those with darker skin. In addition, her peers’ act of borderism against Rachel shows the practice of intraracial harassment as a way to prevent ones from crossing the color line and punish those who do. To sum up, this study has clearly shown that racism is not just one group (majority/powerful/white) enacting prejudice or exercising privilege upon another (minority/powerless/black), but it occurs within the intragroup contexts as well. And somehow, this latter one is often gone unnoticed.

References

- Celious, A., & Oyserman, D. (2001). *Race from the Inside: An Emerging Heterogeneous Model*. *Journal of Social Issues* , 57 (1), 149-165.
- Dalmage, H. M. (2000). *Tripping on the Color Line: Black-White Multiracial Families in a Racially Divided World*. Pistacaway, NJ: Rutgers University Press.
- Delgado, R., & Stefancic, J. (2001). *Critical Race Theory*. New York: New York University Press.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE Handbook of Qualitative Research* (3rd ed.). Thousand Oaks: Sage Publications.
- Durrow, H. W. (2010). *The Girl Who Fell from the Sky*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
- Dworkin, S., & Lerum, K. (2009, October 18). *Race, Sexuality, and the "One Drop Rule:" More Thoughts about Interracial Couples and Marriage*. Retrieved November 1, 2014, from The Society Pages: <http://thesocietypages.org/sexuality/2009/10/18/race-sexuality-and-theone-drop-rule-more-thoughts-about-interracial-couples-and-marriage/>
- Gullickson, A. (2005). *The Significance of Color Declines: A Re-Analysis of Skin Tone Differentials in Post-Civil Rights America*. *Social Forces* , 84 (1), 157-180.
- Hunter, M. (2007). *The Persistent Problem of Colorism: Skin Tone, Status, and Inequality*. *Sociology Compass* , 1 (1), 237-254.
- Jordan, W. D. (2014). *Historical Origins of the One-Drop Rule in the United States*. *Critical Mixed Race Studies* , 98-132.
- Smedley, A. (1997, November). *Origin of the Idea of Race*. Retrieved August 1, 2015, from Race: The Power of an Illusion: http://www.pbs.org/race/000_About/002_04-background-02-09.htm
- Smith, S.S., & Jones, J.A. (2011). *Intraracial Harassment on Campus: Explaining between- and within-group Differences*. *Ethnic and Racial Studies*, 34(9), 1567-1593. Retrieved July 28, 2015, from <http://dx.doi.org/10.1080/01419870.2010.532226>
- Turner, B. (2013). *Colorism in Dale Orlandersmith's Yellowman: The effect of intraracial racism on Black identity and the concept of Black community*. *Southern Quarterly*, 50(3), 32-53.
- Tyson, L. (2006). *Critical Theory Today: A User-Friendly Guide* (2nd ed.). New York: Routledge.
- Walker, A. (1983). *If the Present Looks Like the Past, What Does the Future Look Like?* In A. Walker, *In Search of Our Mother's Gardens: Womanist Prose* (pp. 290-312). Orlando: Harcourt Brace Jovanovich.

Biodata

Titien Diah Soelistyarini is a lecturer at the English Department, Faculty of Humanities, Universitas Airlangga. She completed her undergraduate study in English and her master's in American Studies at the University of Indonesia. Her research interests include Children's Literature, and American Literature. Some of her works include *Foreign Cultural Values in Translated Children's Literature* (2008), *Caught between Two Worlds: The Search for Cultural Identity in Lahiri's The Namesake* (2009), *Character Building through Bilingual Children's Literature* (2010), *Children's Literature as Instructional Media in Character-based Education* (2011), and *Cultural Fluidity: Western Names in the Works of Indonesian Muslim Children Writers* (2012).

An Absurdity in Isabel's Choice as Depicted in *Relativity* TV Series

Itsna Syahadatud Dinurriyah

UIN Sunan Ampel Surabaya

duasyahadat@yahoo.com

Abstract

Relativity is a TV series broadcasted by ABC America around 1996-1997. It is a love story between Isabel Lukens (Kimberly Williams) and Leo Roth (David Conrad). They meet unintentionally when Isabel already has boyfriend and nearly engaged. Her fiancée to be is a prominent person with stable job while Leo is just a painter. Normally, a woman will choose a man with promising job and convincing life as her spouse in the future. Isabel finally ends her engagement for Leo, a man who has different faith with her. The way Isabel chooses is quite unique to be analyzed. Better than choosing something common in life she take a risk for her life. Watching this drama many times is needed to get appropriate data in this qualitative research. The supporting ideas are taken from some resources related with the data analysis. This writing emphasizes into the risky way chosen by Isabel in her life. Furthermore, this research could be viewed from different perspective and different theory since it is qualitative one.

Keywords: absurdity.

1. Introduction

Absurdism is a kind of philosophy introduced for the first time and boomed in literature after World War II when Samuel Beckett wrote *Waiting for Godot*. His work is criticized as difficult one to understand, or in Nicol's book states *doesn't go down easily* (xiii). This idea influences human ordinary life when a conspicuous discrepancy exists between pretension and aspiration and reality (Nagel, 1971: 718). Therefore, when someone finds himself is in absurd situation, he will try to change it by modifying his aspiration, or try to bring reality into better accord with them or by removing himself from the situation entirely.

According to Albert Campus, the absurd arises because the world fails to meet human demands for meaning (in Nagel, 1971: 721). The events happen in human life will bring us into experience in order to predict the meaning of it. Unfortunately, absurdism does not offer it. The prediction often turns into different direction when we emphasize into the previous experience. Absurdism brings humans into different reality which is unfit with logic.

Absurdism is not easily separated with Postmodernism. These isms were born at the same time as the result of human thought in the

middle of 20th century. It is an era as a reaction against modernism in the wake of World War II, beginning of Cold War, early of Civil Right in the United States and the start of post colonialism (Sharma & Chaudhary, 2011: 191). It seems, postmodern is a new era in human life.

Postmodernism influences many aspect of human life including literature. It is part of socio-cultural and historical development and can be seen as a specific way of a depiction of the postmodern life and culture. It also shows a crisis of identity of human being and its struggle for legitimization in a hypocritical society. The author of literature starts to write minority group in society and it gains a prominent position in American literature (Rezaei, 2014: 16). Postmodern literature is also closely connected with the development of advanced, information and communication technologies and media such as television, film, video, DVD, computers, internet, cell phones and others that have not only sped up among people in the world, have contributed to the globalization of the capital, consumerism and popular culture, but also significantly influenced and manipulated the people vision of the world (p.18). Therefore, the object of this study is motion picture, as a product of postmodern literature, entitled *Relativity*.

Relativity is a TV series produced by 20th Century Fox America. It is firstly aired by ABC in September 24 1996 and ended unexpectedly in April 14 1997 because of low rating. This series contains of 17 episodes and broadcasted every week. Starred by David Conrad and Kimberly Williams, this series offers a story of love relationship between Leo Roth and Isabel Lukens.

In the first episode, it describes Isabel Lukens travels to Italy for vacation. She meets Leo there. Leo knows that Isabel is an American by seeing her hat. There is Lakers written there. Leo is very happy knowing he has a friend in a strange place. It is the first time they meet unintentionally. However, this unexpected moment becomes meaningful one in their life. They finally have close relationship because of this vacation even though Isabel already has boyfriend. In days while they are in Rome, they becomes a couple.

The condition does not get worse. Although Isabel confesses that she has Everett who will propose her after her return to Los Angeles, Leo just says, "When love does come around, you can't take it lightly". It seems Isabel cannot decline the persistent man like Leo in her life. She finally leaves her future fiancé for Leo. She struggles a lot to present Leo in her social life since people around her feel sorry by her decision. Furthermore, this relationship also have barrier, faith barrier.

Unpredictably, Isabel knows that Leo is Jews while she is Christian. The story becomes more complicated since her family and her friends doubt their relationship. Then, why does Isabel choose Leo better than Everett? And how does Isabel keep her love to Leo?

2. Discussion: Girl's Absurdity in Love

Isabel is one of the main character in this series. She is the heroin since she is the focus of the story. She is from happy family with two sisters. Her father and mother are lovely moderate parents who attend their children's daily life. Isabel is the youngest daughter who never had trouble before. She is so nice and sweet so her family and her friends call her sweet.

You know what people call me more than anything? Sweet. They call me sweet. And I don't want to disappoint them, which means that on some level I am sweet, and it's just a vicious cycle (Isabel, episode 2).

Her first trouble happens unexpectedly when she travels for vacation to Italy. She meets Leo there. Leo is a handsome and persistent man who gets a challenge when Isabel treats him not in a nice way. Firstly Leo only greets Isabel because she knows Isabel is an American from her hat. There is a logo of Lakers there. He only feels happy having friend from the same country in Italy. Unfortunately, Isabel ignores Leo's attention. She looks unpleasant with Leo's presence. It is a kind of challenge for Leo to be close to this beautiful girl.

Leo is very successful. Just in a day, they finally have lunch together. They even spend their vacation together. And it is a big mistake. Isabel has boyfriend in Los Angeles. They plan to get engaged after her return from vacation. With Leo by her side, Isabel can forget him for a while. She just let the moment like the water flows. On the other hand, she confesses to Leo that she has Everett in her home town. But Leo assures her that their love is potent so then Isabel may break her relationship with her boyfriend, and Isabel agrees with that opinion.

Unlike Isabel, Leo is from incomplete family. His mother passed away some years before. He does not live with his family but with his roommate in a small apartment. He is a painter in exact meaning. He does not create an art work but just paint people's houses. He does not have a prestigious job compares with Isabel's boyfriend.

Meanwhile Everett is a conventional man for American middle class. He has stable and prestigious job as a pilot. He travels to many parts of countries so then he is very busy. In spite of that, he still has some times for Isabel and her family. Isabel's family loves him a lot and treat him well as their daughter's future husband. He is so perfect as a man. He can convince Isabel's family by his appearance and social status.

Everett is the first man Isabel chooses before she meets Leo. Isabel is also so sure that she will be his wife someday. There is no barrier between these two persons. They also do not have any problem. The family of both support them. Their life seems so nice and complete with that kind of relationship. Yet, life does not consist of a sequence of activities each of which has as its purpose some late member of the sequence (Nagel, 1971: 717). What people think of well-being does not

means same in different time and space. Isabel prefers to choose Leo even though he does not have 'good' job. For middle class' perspective, Leo's job is nothing comparing to Everett's position. Leo does not earn good money for his life. Isabel will also be excluded from respected society.

In spite of that, Isabel still chooses Leo although she needs much time to find elegant way to tell Everett. Leo almost out of mind with this situation.

I mean, if I'm not mistaken, you just essentially told me that you can't tell me you don't love me. That's why I'm mixed up, the double negative thing. I mean, does that mean you don't love me, or.... (Leo, episode 3).

Leo asks certainty to Isabel. He wants their relationship to be exposed. He does not like the backstreet way like teenagers have. He wants to have Isabel completely. So that, Isabel must break up with her fiancé soon. Leo is not like an educated person who thinks a lot to find a wise way to leave somebody. He just think about himself. It is different with Isabel. She must consider about not only about Everett's feeling but also her family's and her friend's. She has to find a smooth way in order to avoid hurting other people.

Unexpectedly, what Leo does is very significant for Isabel. She feels very needed by someone. She feels she is treated as an important person in someone's life. She never has this experience before. So far, her relationship with Everett is like a very mature couple who trust each other. It does not need different way to say how they love each other. Both of them are very busy with their work and they will spend time together when they have day off.

With Leo, Isabel gets new experience. She then understands that love can be expressed with various ways. Being angry is also an expression of love. Leo's anger to Isabel's slow decision is also an expression of love. She knows her choice is very risky but with her love she is brave to take it. Although she knows her life will be ruined, she still takes it.

By the way, you've ruined my life (Isabel, episode: 1)

Unlike Everett's life, Leo's is very complicated. It is not only about his own life but also his family. Fortunately, he has best friend who live in the same apartment with him. Their relationship is just brothers. Isabel does not find this kind of life in Everett's. Her boyfriend is an ordinary person who avoid having trouble just like her. His life is so smooth that nothing to take any risk in life. It just runs well. Nothing happens. It could be a kind of boredom for Isabel. Just like what Iulia states that postmodern literature is dominated by ontological questions (281), so then Isabel thinks a lot about the existence of her life and her love. She tries to find something meaningful in her love relationship, not only running that love plainly. And she finds it when she is with Leo.

Having relationship with Leo makes her struggle to keep it. Despite Leo's problem in his life, he also has different faith with her. Leo is Jewish while she is Christian. Normally, people will not take any risk with religious belief. People prefer to have spouse who has the same faith with them. So does Isabel. Yet, she thinks that the difference is a way for them to examine their love whether it is true or not. She believes that love is for everyone, no matter their religion. She wants to prove that religion difference is not a big matter for their life. As the one who has this relationship, Isabel will understand her man's belief. Yet, as a sweet girl she must try hard to convince her family and her friends that her choice is the best for her.

Nagel (1971) states that people who live in absurd, for conventional reasons having to do with their particular ambitions, circumstances, and personal relations (p.718). Isabel's reason in her absurdity is related to her personal relations. She does it since she believes her life does not find the meaning so far. She takes the risk by choosing a handsome painter who has different faith her. The second one is closely related to circumstance. She does not know that Leo is Jewish at first. She just knows it after several months. But still she is in the condition in which Nagel (1971) states in his paper.

As a sweet girl, Isabel tries hard not to hurt other people. She attempts to find a nice way telling people around her that she wants to change her ambitions. She convinces her parents who is mad of her choice and share her experience with sister so that she understand Isabel's situation and feeling. She also must look for elegant way to make Everett listens to her condition. Indeed she is not alone. Leo is always by her side to support her.

Isabel's change is suitable with Nagel's prediction that people who is in absurd situation will attempt to change by modifying his aspirations, by trying to bring reality into better accord with him or by removing himself from the situation entirely. Isabel does not take the last one. She just modify her aspirations from a prominent man into an adventures man. Leo is unpredictable. He is not the one who can be predicted easily. He often surprises Isabel in many ways. It makes Isabel's life so colorful. Isabel also tries to bring the reality into better accord with her. She convinces everyone about her choice. Fortunately, everyone knows she is truthful. It is easier for her to get everyone's trust, even it is not that easy. It is the way how Isabel keeps her relationship with Leo. Even so, they do not run their love smoothly. They have some quarrel so then their relationship is so dynamic.

3. Conclusion

The love story between Leo and Isabel is really touchy. They face many obstacles before they announce their relationship officially.

Even their meeting is unexpectedly, but the good will they have can prove their true love.

Isabel as the heroin in this story is a sweet girl who has a boyfriend, Everett. They plan to have engagement after her return from vacation. Unfortunately, Isabel meets Leo in her vacation. Leo ruins her normal life since he makes Isabel fall in love with him. Isabel who is very sweet finally change her life by choosing Leo instead of Everett. She takes the risk because she feels that her life is more meaningful when she is with Leo. She finds new experience since she is with this man.

For other people, her choice seems so absurd because she bets her well-being future fiancé for a nothing man. Others do not know that she does not find any meaning of life when she is with the prominent man. In order to get it, she takes the risk by changing her love to an ordinary man.

She also tries to bring the reality into what she wants. She convinces people around him that she does not take a wrong way. She believes that what she has done is for better future between her and her lover. She feels she finds what she seeks so far.

References

Books Cited:

Nagel, T. (1971) *The Absurd*. The Journal of Philosophy, Vol.68, No.20. Page 716-727

Rezaei, A. (2014) Post-Modernism Features in English Literature. *International Journal on English Language and Literature*, 2(1), 16-20.

Sharma, R & Chaudhary, P. (2011) Common Theme and Technique of Postmodern Literature of Shakespeare. *International Journal of Educational Planning and Administration*, 1(2): 189-198.

Movie Cited:

Relativity. 20th Century Fox. ABC Channel. 1996-1997. Dir. Jason Katims.

Web Cited:

www.tv.com/m/shows/relativity

www.IMDB.com/relativity

Biodata

ITSNA SYAHADATUD DINURRIYAH is a lecturer of *Theory of Literature* and *Literary Criticism* in English Department in Faculty of Art and Humanities, UIN Sunan Ampel Surabaya. Literature is her basic in teaching since she graduated from Airlangga University majoring in English literature in 2000. Then, she continued her Master degree in Gadjah Mada University in American Studies Program majoring in American Literature in 2008-2010. For strengthening her duty as Indonesian academics, she deepens her knowledge in research methodology in Australian National University, Canberra in 2013 and learning Community-university Partnership in CU EXPO Program in Carleton University, Ottawa in 2015.

Comparative Literature: Collective Unconsciousness in Robin Hood and Sunan Kalijaga

Rohmy Husniah

English Education Program Universitas Muhammadiyah Gresik
rohmyhusniah@gmail.com

ABSTRACT

There are many diversities in kind of literature but actually there are some similarities in it. This is called the collective unconsciousness in some countries' literary works. The aim of understanding it is to understand similarity in diversity through comparative literature. The method of this paper is content analysis in the perspective of Literature (movie). The finding shows that the collective unconsciousness in *Robin Hood* and *Sunan Kalijaga* are from the people's point of view that those two were considered heroes by the people of their regions even though they were cruel to certain rich people. From the morality it is worthy to fight against the injustice and defend the poor people but at the same time it is cruel to take others' wealth by force even if it is given to the one who needs. The social background, the protagonist deeds, and the people believe and think at that time are the same even though the time and place are quite different. By understanding the collective unconsciousness, we finally realize that all human nature love good deeds, we tend to do what best for others no matter what race they are.

Keywords: collective unconsciousness, comparative literature

1. Introduction

Literature is a human work that has existed from thousand years ago which reflects the need of human between beauty and usage. Danziger and Johnson in Budianta argued literature as a "language art", that is the art that uses language as its media (2006:7). One of the use of literature is that it can touch human's mind with its words power. Beautiful and meaningful. Al-qur'an, the Holy Book of Moslems, is not literature in the sense of imaginative one, but it uses the high language that is the language of literature, not a common one, that every reader will feel and see the beauty every word of it. Take for an example the verses in Surah Al-ikhlas, it contains 4 verses, and each the end of the verses has the same sound, which in poetry is called "rhyme", and so do Surah An-Naas, Al-Alaq, etc. Al qur'an is read by millions people all over the world, written truthfully in beautiful words, it enlightens the human's mind.

Literature is not only in written form but it also in form of audio visual like movie. The movie can be adapted either from written literature or from legends and myths. The development of technology make literature more flourish by making it in motion pictures. Motion picture can be adapted from any forms of literature those are poetry, drama, novel, or even folklore that is written in novel.

Each country has its own folktales but the difference is not meant to be blamed, it is meant to be known and learned. Although people are different but they have similarity in belief, fear, etc. Schipper said "The study of literature beyond the boundaries of one nation or culture or language. It also examines the relationships between literature and other areas, e.g. the arts, music, social sciences, religion, philosophy and so forth..." (1989: 1).

Story of Robin Hood is by unknown; Robin Hood is a highly-skilled archer and outlaw who actually existed. He is known for "stealing from the rich and giving to the poor" assisted by a group of outlaws known as his "Merry Men". There are many songs and stories about him. Though he was a real person, many of the facts surrounding him have been distorted or greatly exaggerated. Robin Hood is a folktale with subgenre legend from Nottingham (Identifying Genre, n.d.). Whereas *Sunan Kalijaga* is a folk from Java, Indonesia. He was a hero for some people and also a villain for the others; and so did *Robin Hood*, an archer from Britain, considered hero for some people but he also considered a villain for the others. The two legends, beyond the similarity of the protagonists did, came from two different countries which far a part and from different time. Other literary works from different time and place also have similarity. For example between *Bawang Putih and Bawang Merah* and *Cinderella*, *Sangkuriang* and *Odypuss Rex*, and many others.

The people and writers of those literary works did not know each other, even they lived in different places and time which at that time the technology was not as so sophisticated as today's but they have similar thinking. They have collective unconsciousness that they believe and think the similar things.

This paper will only discuss the collective unconsciousness between *Sunan Kalijaga* and *Robin Hood* movies. *Sunan Kalijaga* was one of nine Wali (a very faithful Moslem) born in 1450s. He was born in Tuban as Joko Said. When he was teenager, he defended the poor by robbing rich people and gave the precious things to the poor. Meanwhile *Robin Hood* is an archer of King Richard. Just like *Sunan Kalijaga*, *Robin Hood* also robbed the goods of the wealthy men to be given to the poor.

Previous study about *Robin Hood* focused on the eleven essays dealing with the history and politics of the legends, ballads, and festivals about *Robin Hood*, the story in relation to patterns in the life history of other heroes of tradition, and the scores of films on *Robin Hood* which chart out the changing representations of the character from 1908 feature

Robin Hood and His Merry Men to Kevin Costner's *Robin Hood, Prince of Thieves* (Knight, 1999).

Rudianta (2014) observed Sunan Kalijaga about the history of Sunan Kalijaga, his Dakwah (preach) method, his role in Walisongo, his role in Islamic development and his inheritance. Rudianta found that Sunan Kalijaga had a very good Dakwah method that was suitable with the condition of the society at that time; that was by using art; wayang (puppets performance) and songs. This gave very big impact to the development of Islam especially in Java

This paper will limit the discussion only on the collective unconsciousness of British and Indonesian on Robin Hood and Sunan Kalijaga movies. The collective unconsciousness are on the similarity of protagonist characteristics and the condition of the society at that time. The research questions in this paper are:

1. What is the collective unconsciousness of British and Indonesian in potraying Robin Hood and Sunan Kalijaga?
2. What is the collective unconsciousness of British and Indonesian in potraying the societies' condition at that time?

2. Review of Related Literature

Comparative literature

Comparative literature is the act of comparing two or more literary works from different time and place. In practice, the term "comparative" literature has covered and still covers rather distinct fields of study and groups of problems. It may mean, first, the study of oral literature, especially of folk-tale themes and their migration; of how and when they have entered "higher," "artistic" literature. This type of problem can be relegated to folklore, an important branch of learning which is only in part occupied with aesthetic facts, since it studies the total civilization of a "folk," its costumes and customs, superstitions and tools as well as its arts (Wellek & Warren, 1949: 39).

Collective unconsciousness

In studying the human psyche, Carl Jung (1875-1961) created a theory with three parts, the third being the collective unconscious. It is the reservoir of our experiences as a species, a kind of knowledge we are all born with. And yet we can never be directly conscious of it. It influences all of our experiences and behaviors, most especially the emotional ones, but we only know about it indirectly, by looking at those influences.

Characteristics:

1. They are not individual, but we share them with humanity.
2. They are an inherited part of being human which connects us to past and we experience a common source.

3. They are not directly knowable, but instead express themselves in forms (situations, symbols, and characters)
4. They grow out of man's social, psychological, and biological being.
5. They are universal. From gladiators to astronauts, they are the same.
6. They cannot be explained by interaction among cultures because geography and history made it impossible.
7. They are recurrent, appearing in slightly altered in present day situations and relate them to the past in order to get the meaning in the contemporary world.

M.H Abrams in *Budi Dharma* argued that collective unconsciousness is common to all souls and independent of time and locality. It arises from timeless depths, the beginning of things before the age of man...of the generation...of the future (2004: 146).

3. Methods

The study purposes to find the collective unconsciousness between Indonesian and England people through movies. The method of this paper is content analysis in the perspective of Literature (movie). There are so many versions of Sunan Kalijaga and Robin Hood folks but this paper will only analyze Sunan Kalijaga movie starring Henky Kurniawan, the movie is taken from youtube. Robin Hood movie is taken from Ridley Scott that presented Russell Crowe as Robin Hood produced by Universal Classics Production in 2010. The two movies will be analyzed from the similarity of protagonists' archetype and the social condition of the society of those two countries in a different period of time.

4. Discussion

4.1 The collective unconsciousness of British and Indonesian in portraying Robin Hood and Sunan Kalijaga

Both Robin Hood and Sunan Kalijaga is a real figure, but the story about those two people were told in many versions and became folktale either in Britain or in Indonesia. One version of Robin Hood is that he stole from the rich and gave the wealth to the poor. Stories about his life and adventures first appeared in the late 1400s. The legend was originally associated with several locations in England. One was Barnsdale, in the northern district called Yorkshire. The other was Sherwood Forest in Nottinghamshire (Myths Encyclopedia, n.d.).

Sunan Kalijaga is from Tuban, Indonesia. He was born in 1450 and his father, Arya Wilatikta, named him Joko Said. In spite of the fact about Joko said, there was also a folk told by many generations that Joko said was so 'sakti' or have high ability in defending himself and others

from enemies. When he was teenager, he changed his name into Lokajaya and often robbed many people who passed by a forest and took his wealth to be given to the poor. He stopped robbing people when he met Sunan Guning Jati (another one of nine walisongo) who told Jaka Said about Islam and advised him that giving the poor something from mischievous deed is forbidden. Finally he repentance and became Sunan Gunung Jati's follower. The people did not address him as Lokajaya anymore, they addressed him as Sunan Kalijaga.

Folklore, an important branch of learning which is only in part occupied with aesthetic facts, since it studies the total civilization of a "folk," its costumes and customs, superstitions and tools as well as its arts (Wellek, 1949: 38-39). The folk about Robin Hood and Sunan Kalijaga is about the people superstitions and tools that they use at that time. In the movie, both Robin Hood and Sunan Kalijaga are very expert and have high knowledge and skill of how to defend themselves and others from the dangers. The Heroes must have something that others do not have or cannot use as good as the two heroes. If Robin Hood had arrows and he was so skillful in using them, Sunan Kalijaga or Lokajaya had sword.

The folk about Robin Hood early noted from "The ballads of Robin Hood, the traditional English nobleman who made himself an outlaw and robbed the rich to pay the poor" in the Classical Renaissance period dated in 1550 – 1650 (Jameson, 1933: 445). Meanwhile another source mention that the earliest known mention of Robin Hood is in William Langland's 1377 work called *Piers Plowman*, in which a character mentions that he knows "rimes of Robin Hood." This and other references from the late 1300s suggest that Robin Hood was well established as a popular legend by that time (Myths Encyclopedia, n.d.).

Robin Hood is anonymous and so does the folk of Sunan Kalijaga (not be confused with the biography of Sunan Kalijaga). They are told for generations and have so many versions but the point is that the two are defending the poor from the cruelty of the rich with forbidden manners, robbing and killing. Many people portray both Robin Hood and also Sunan Kalijaga are heroes when they took the rich people wealth by force and gave it to the poor. Eventhough no one agrees if robbing people is right but in this case many people have different point of view. Both Robin Hood and Sunan Kalijaga are considered hero for many decades not only in the past when the folk begun but also until present when modern people have good education and understand well about human's right.

The people of England at that time (we take the earliest date for Robin Hood, that is in 1377) and the Indonesian people in 1450 (the time when Sunan Kalijaga was born) are separated by time and place. English and Indonesia are far away separated by lands and seas and separated by time for about 73 years with the technology that was not as sophisticated as nowadays is almost impossible if the people of those two countries contacted and shared the idea of an ideal hero.

They had something in common at that time, a figure of undefeated hero with weapons that supported their deeds. Figure of hero is not only at the past but it also in present time. We have Superman, Batman, Spiderman, etc. but the differences lay in weapons they use, the people they defend, and the way they do the actions. Both Robin Hood and Sunan Kalijaga used traditional weapons; archer and Keris, they both defend the poor and they are outlaws in doing their actions.

British and Indonesian have what Jung and Abrams called as collective unconsciousness about the need of a hero who could help the oppressed poor people from the cruel rich people and that the hero needs the loyal men and weapon with him. Robin Hood and Sunan Kalijaga are the figures of the hero; but they have different ending of the folk. If Robin Hood won the battle and saved the kingdom without repenting his past deeds, then Sunan Kalijaga or Lokajaya regretted his cruel deeds of robbing the rich and he became a pious man.

4.2 The collective unconsciousness of British and Indonesian in portraying the societies' condition at that time

The rich and poor people were the society of Robin Hood and Sunan Kalijaga's folklore at that time. The two classes have very different faith and condition. Robin Hood and Sunan Kalijaga both lived in countries with the system of kingdom. Both heroes were from noble class. The kingdom differentiated people with some classification, the noble men, the rich, the humble, and the poor. The noblemen were always the rich and the humble men were always pauper. Those classes had different status and rights.

The wealthy men can oppress those paupers either mentally or physically. They can order the poor anything they wanted to and the poor had no rights to reject even if it was impossible to carry on. They asked the paupers to pay very high taxes and the taxes were only for the wealth of the rich.

Robin Hood and Sunan Kalijaga saw this condition and they did something to defend the paupers. They robbed and sometimes killed the rich and mean people and the wealth was to be given to the poor. Both were the outlaws; the society at that time portrays the inability of the paupers to get what they deserves. They wanted to fight against the condition but they could not. Not until the hero came did the society feel oppressed.

The hero was someone who could fight against the Have to defend those who needs physically and by force. It showed that the law at that time was not fair; most rulers were injustice. Therefore, physical force was needed.

One of other characters in Robin Hood was Sheriff of Nottingham, he was an oppressive and vicious one. He was the representative of the ruler who had to protect society but in fact he only

protected the Have and oppressed the poor. Similar with Sheriff of Nottingham, Wiralodra was also the opponent of Sunan Kalijaga (Lokajaya). He was Lokajaya's best companion but he betrayed the latter because he wanted Sri Kanthil who loved Lokajaya to be his wife. Other characters in Sunan Kalijaga's movie were some Tumenggung who were rich and powerful but used their power to oppress common people especially the paupers.

The collective unconsciousness in portraying the people's condition between Britain and Indonesian is that there were two main classes of society; the rulers who were rich and the common people who were poor. The ruler misused their power to oppress the poor.

5. Conclusion

Robin Hood and Sunan Kalijaga movies show that people have collective unconsciousness about the nature of surviving their lives. They feel the same about fear of hunger, safety, and wealth. The two movies portray the life of the people both in Britain and Indonesia in a different time. The similarities show that human being does not want to be oppressed and wants to have his needs filled but the people in charge of making the poor people secure were betray them and there was a hero who saved the poor. The hero justifies his mean to protect the paupers.

The folk of the heroic deeds of Robin Hood and Sunan Kalijaga does not only exist in Britain and Indonesia. Similar folk also happen in Australia. The social condition is also quite similar with the previous two countries. There was also a hero who defended those who needs with similar action, robbing and killing the have, not only in the forest but also in the train. The hero was James Cook. If the people in every nation feel the same thing and share the same fear why do not every people try to minimize their fear by making the world piece; every person can start from his self from not corrupting other's money until making and obeying the good and fair law for everyone.

By understanding the collective unconsciousness in literature, hopefully we can realize that all human nature love good deeds, we tend to do what best for others no matter what race they are. Literary works show the beauty of similarity in different cultures.

References

- Budianta, M. (2006). *Membaca Sastra Pengantar Memahami Sastra untuk Perguruan Tinggi*. Magelang: Indonesia Tera.
- Darma, B. (2001). *Pengantar Teori Sastra*. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional.
- Identifying Genre (n.d.) Available at <http://www.ereadingworksheets.com/genre-worksheets/identifying-genre-worksheet-answers.html>. Retrieved at August 10, 2015.

- Knight, S. (1999). *Robin Hood: Anthology of Scholarship and Criticism*. Rochester: Boydell and Brewer.
- Myth Encyclopedia (n.d.) Available at <http://www.mythencyclopedia.com/Pr-Sa/Robin-Hood.html>.
- Rudianta (2014). Available at http://ekorudianta.blogspot.com/2014/10/makalah-sejarah-sunan-kalijaga-dalam_23.html. Retrieved at August 10, 2015.
- Jameson, R. D. (1933). *A Short History of European Literature*. Shanghai: The Commercial Press.
- Schipper, M. (1989). *Beyond the Boundries*. London: Allison & Busby.
- Wellek, R. and Austin Warren. (1949). *Theory of Literature*. New York: Harcourt, Brace and Company, Inc.

Biodata

ROHMI HUSNIAH took undergraduate of English Literature at Faculty of Letters Universitas Negeri Jember and graduated in 2002. She got magister of education from Universitas Negeri Surabaya in 2011. She works as the English lecturer of Universitas Muhammadiyah Gresik since 2003 until present. Her interest is in English literature.

WOMAN NATIONALISM IN INDONESIAN NOVEL 2012

Mamik Tri Wedawati
Universitas Negeri Surabaya
emtriwedawati@gmail.com

Abstract

Some women meet their destiny to be an activator driving a change for their family, society, or nation. The nationalism of young generation is decreased gradually nowadays. This fact was seen by disintegration among culture and norms especially on the faith of nationalism. To strengthen nationalism, one basic approach is through developing the understanding of the local value which is represented in the literary works. A qualitative research method will be used to study three novels (*Tenun Biru*, *Amba* dan *Sarongge*). Some studies from Gadamer, Post colonialism, feminism by Flax, Hekman, Lather and Brodrib, and others sources will answer the problems how women builds nationalism and give it a life which is mingled to its local wisdom in the stories and how the way to reinforce nationalism through local wisdom in the stories is. The result of the study indicates that some woman are proved able to build nationalism consciously and unconsciously mixed with it's the local wisdom enucleated in the novel from belief, economic system, custom and traditional arts, organization system, and education system. Keywords: woman nationalism, Indonesian novel

1. Introduction

A phenomenon that is very sad if modernization eliminated nationalism in local people because they are not compensated by way of thinking is wise and adults will continuity culture that has been since a long time ago adheres to self-image Indonesian people. Damono has used it for a long time and even Damono gave the view that Indonesia does not have strong string to tie Indonesians in the values and ideals of togetherness in the nation of Indonesia beside only until imagination (Damono, 2009: 84-90). Some women proof that they have a big hardship to grow and develop their nationality spirit into reality and not just until imagination. What these women do seems that it is part of postmodern feminism and they called it as the Enlightenment (Adkins, dkk 1992). This enlightenment defines their movement based on ideas about language, the self and truth which derive from that period. That said, it has been given some attention which concern on truth,

knowledge, power, the self and language that shape western thinking (Flax, 1990). The Enlightenment would lead society out of the darkness of irrationality and superstition that supposedly characterized the Middle Ages. 'Man' – for the Enlightenment subject espouses an epistemology that is homocentric (Hekman, 1990: 2). Can be both neutral (that is, grounded in universal reason, not particular 'interests') and socially beneficial; rational knowledge, can lead to mental liberation and social betterment amongst humanity (McLennan, 1992: 330). Moreover, just as the right use of reason can result in knowledge that represents the real, language can represent objective reality accurately (Flax, 1990).

In literary studies, nationalism can be given through fun activities that read literature. While Reading about Indonesia, the youth could learn and understand the messages contained in the story at the same time which provide high value of being Indonesia. *Pincalang* by Idris Pasaribu (2012), *Amba* by Laksmi Pamuntjak (2012), *Sarongge* by Tosca Santoso (2012), and *Tenun Biru* by Ugi Agustono J (2012) are novels tell about nationalism which grow in each character as well as a setting of story that glory the spirit of nationalism with a variety of colors. The novel, as one form of literature that tells a complex story contains some characters with some conflicts, is a representation of the community in which the story is set (hauser, 1985: 92) and from it society is able to express and find its resistance. Foulcher and Day (2008: 4) shares that postcolonial study is one of the literary criticism reviewing or investigating the literary works on its signs or colonial influence. A novel which is very rich of nationalism slogan that becomes the identity of young poets, then in the era of 20s only some works present the nationalism. Furthermore these conditions can give a great contribution into national unity. Literary works give great attention to the problems of humanity and the basic universality is that the existing characters in the works are a part of humanity that is never been limited (Darma, 2007: 124).

2. Review of Related Literature

Study about the text is started by valuing the ideas from its text which contain a reasonable explanation. Hermeneutics can be assumed that as the process to understand something especially when the language as the medium (Palmer, 2005:15). Hermeneutics is more often used in the world of philosophy. Even so, there is no fixed rule to interpret literary works, as well as with the work of philosophy, understanding the text including the event that opens for interpretation (Sumaryono: 1999, Palmer: 2005).

Gadamer has different point of view dealing to hermeneutics. For achieving the correct meaning of a text the study will refer back to the effort how we appreciate it and it will be said by the author (K. Bertens, 2002:258). In fact between the author of the text and interpreter of life, the reader, there is a time difference and might as well as its historical

nuance. Therefore, another way is the interpreter should try to understand the author or interpreter should try dive and seem to live with the author or they still can imagine how the event occurred and feel the historical nuance. Interpretation is not just the sheer reproductive nature, but also productive. Interpretations can enrich a text. The meaning of a text is not confined to the past when the text was written, but it has the openness towards the future. Therefore, the task of interpretation of a text, never finished and quit. There should be an interpretation to an era and place as an effort to understand the context (k. Bertens, 2002).

Nationalism according to Kohn is familiar with national values above the individual interests. In nationalism, there is a strong bond between the individual with his homeland so that there is only one major goal of all members of society (Kohn, 1984:12). Nationalism has a broad scope to pay attention to this aspect of the importance of the uniqueness of the nation (Refly: 1993, Anderson: 1992), a view of life (world view) that they become goals of a nation which requires a sacrifice from the member nation who wants to fight for the interests of the people to unite the variety of culture (identity, ethnicity, religion, and social class) which appeared in the society because of its goals. A nation will die quickly if the community does not have the value of nationalism (Magnis-suseno, 2006:188). Nyoman Kutha Ratna to this study (2008:81 — 82) suggests an understanding principal which is having regard to the nationalism. Postcolonial literature review consists of four models, i.e. national and regional Models, a model of Black Writing, Model comparison, and a more extensive comparison Model (Ashcroft; 2003:1-2).

The identity/culture personality which causes the nation able to absorb and cultivate foreign culture fit the character and capabilities of its own which accommodate: 1. able to survive from other culture, 2. able to accommodate cultural elements from other culture, 3. has the ability to integrate external cultural elements into the native culture, 4. able to control and to give direction on cultural development. (Ayatrohaedi, 1986:18-19) Koentjaraningrat divides local wisdom which is also a universal cultural element into 7 categories: 1) language, 2) system technology, 3) economic system, 4) social organization, 5) knowledge, 6) arts, and 7) religious system (Koentjaraningrat, 2005, 4). There is no fix order in the categories. The discussion will be focus more to the material of the study.

The women who work the wheel of life of the characters in the story is reflected the characteristics of women in postmodernism era. They started as postmodernism since Irigaray, Cixous and Kristeva work based on the text. Woman should has their own language as what Irigaray viewed, Kristeva valued human as a subject who has an artistic area which is with its complexity someone could maximize the potential that is represented by the sign (of all human senses: voice, touch, taste, smell, and sight) and Cixous, the binary opposition and body which give value to the creativity process of writing drive woman to write about

herself which bring the reader to the world of woman (Sarup, 2003: 212-213). Furthermore, Harraway gives new perspective that human should be awake and aware to the domination among human. None could dominate human and human never reach ending process because human has a unique characteristics (Ratna, 2010: 204).

Postmodern feminist theory (Flax, 1990; Hekman, 1990; Lather, 1991; Brodribb, 1992) focuses on question that freedom could be achieved through narrative, retelling, which forms the identity of feminists and feminist culture. The reader see women and men who are "telling" (speaking and writing) the world showing different ways reflecting the different properties, relations with the unconsciously, and the position of their subject.

3. Discussion

Nationalism becomes a very important issue for always talked about in any study to build the value of unity and the unity of the Indonesian people. In the works of *Pincalang* by Idris P (2012), *Amba* by Laksmi Pamuntjak (2012), *Sarongge* by Tosca Santoso (2012), and *Tenun Biru* by Ugi Agustono J (2012), the value of nationalism can be shown very well fused into one with the existing conflict in the story. Nationalism of each character appeared became the dominant theme of the story. Ratna and Janus, Maryam, Amat's wife and his family, Karen and Husin, and Amba who was the main character in the story was able to strengthen the existing conflict of nationalism on their personal self and people nearby who participated in the fight for what became their beliefs.

Pincalang, with the main character Amat and his family. Amat and his wife Mary are the parents who was born into a family of sailors (in his daily time spent at sea, on a boat, *Pincalang*). Amat and Mary had three children, first boy the second and third are girls. With hard work and a desire to get ahead of Maryam and transmitted to Buyung, their first child. Buyung takes a school from basic to the high education where other marine may do not want to do or cannot because it's expensive. In *Pincalang* page 98 the idea of Buyung taking school in the land comes from Maryam who really want Buyung getting the best for his education. This idea is being intercepted by Amat in the beginning who has simple way of thinking that Buyung does not need to be clever. Maryam gets a support from Buyung's teacher who is Amat and Maryam's teacher also. By strengthen with the argument from the teacher, Amat finally agree and joint Buyung to the school in the island. For families of sailors a renewal (of globalization) is not easily addressed. This will give a color different than the sailor common life (the daily is always spent at sea). Globalization is a change that is unlikely to be rejected and avoided. Globalization is also a form of occupation of a new form of colonialism,

namely the economy and dependency to countries big or large parties (Darma, 2007:137).

Tenun Biru, the character Ratna is young generation who has a soul and noble attitude. She remained with the voluntary activity into the outback of Indonesia giving the most priceless she has to Indonesian children and the communities that exist there. Her main activities transferring the knowledge she has to the other young generation she met. Her activities in the rim land of Indonesia tell her the real of Indonesia that Indonesia really need young generation just like her. Actually, Ratna never been dependent to anyone. It could be said that she do it all alone even sometime she meet some friends when she went to the rim land of Indonesia. Since she know Janus, Ratna accidentally and unconsciously success in taking Janus having the same activities with Ratna. In *Tenun Biru* page 15, Ratna never felt doubt with what she is doing for children in Indonesia. Ratna had made a schedule of when and where she will give the best for the children of the country. In the excerpt above, Ratna always make children active and interactive in different activities. Basic information about Indonesia will always be a reference included in the material provided on children across the country. Infrequently, Ratna gave a long explanation with regard to the background of the information that would convey. It is the information that could not be gotten. She wants to do it for children be familiar with correct existing situation.

Amba Kadipura, a girl who traveled with the man of the descendants of Germany in the story of romance that never assembled, struggled to find the existence of the very people he loved, the biological father of the only child Heroine puppet character. Amba growing up in a family that is life is full of norm. Being born from a father and mother who are dignified and educated make her a girl who grew up as a person who is strong and tough. Amba as woman has different way of thinking than the other two siblings. She still remember how his father teach her to be independent woman. Not only coloring her life with black and white color. In *Amba* page 293-294 present amba as a good girl. Just because she fallen in love with a man from different country in a hard situation. There no other choices to have a life quite far from those she love very much. However she is survive. She has a good live with her daughter and still love Indonesia forever.

On analysis in the fourth novel (Pincalang, *Tenun Biru*, *Amba*, and *Sarongge*) found values local: economic system, social organization, knowledge systems, art and religious system. The fourth element of this culture spread in the fourth novel. Each novel brings its respective direction which may consist some elements of culture.

Karen as an environmental activist never felt greedy to give science and knowledge she had to others. In page 152 (*Sarongge*), the good intentions from Karen with her knowledge and skills, becomes trigger to perform an action that other may has no enough courage the

same as Karen. Karen and *Kalong Bergerak* move successfully. How Karen trained *Kalong Bergerak* is done directly by Karen without any help from anyone because it is secret mission. On one side what Karen did is negative (sabotage), but another side it is for the sake saving the environment in order to protect the citizens from big destruction. Sarongge is depending their life in nature and the water which is contested alongside. Transferring knowledge and skills directly is ever lasting moment, which one who received it was not going to forget but instead will give it to others.

Karen as woman also shows herself as a leader when she take some male young generation to make a mover. In Sarongge page 153, Karen, Husin's lover has a very high spirit of nationalism and thus Karen has experience Struggling in keeping nature of all area in Indonesia. Karen invites some young men whom father is in prison by the owner of the company of strawberry field in Sarongge. With the initiative that is too dauntless, they have noble tasks of keeping the water keeping flow to the citizens' field. Without skillful trainer these young man will joint their father in jail, however, until the cops intervene they are safe and continue to conduct surveillance. Karen accustomed to something that is well organized and structured at once well planned at the same time then she can minimize the potential of negative consequences that might arise. The way to coordinate, collaborate, and organized all well are belong to someone who has education, but smart wise leader and understand the case very well that can make it work.

4. Conclusion

Nationalism which is reflected in the novels contain four elements of culture: organizational system, economic system, a system of knowledge, art and religious system. The fifth element that emerges from the representation of an existing of the self in the story: Ratna, Maryam, Amba, and Karen Elements of culture that exists in the representation of the characters become immortal and will not easily disappear because of the direct experience. Woman is not any longer become the one who is going to be only accept but making decision and doing the action at once. *Tenun Biru*, *Sarongge*, *Pincalang*, and *Amba* can be used by anyone to spread nationalism among the young generation by showing a picture of the real problems that will occur around. Through the four novels, the author of the Ugi Agustomo Santoso, Tosca, Idris P, and Laksmi Pamuntjak capable of seamless access of nationalism in the story and at the same time has given a special color to keep providing earmarks to-substantial Indonesia.

References

- Adkins, Lisa, dkk. (1992). *The Amazing deconstructing woman Stevi Jackson suggests some problems with postmodern feminism*. In Trouble & Strife, The radical feminism magazine. Contents No. 25. Norfolk-UK, pg. 25.
- Agustono, Ugi J. (2012). *Tenun Biru*. Bandung: Nuansa Cendekia.
- Damono, Sapardi Djoko. (2009). *Kebudayaan (Populer)*. Jakarta: Editum.
- Darma, Budi. (2007). *Sastra, Moral, dan Kreativitas*. Surabaya University Press: 130)
- K. Bertens, *Filsafat Barat Kontemporer: Inggris – Jerman*, Gramedia Pustaka Utama, Jakarta, Cet. IV, 2002, hal. 254.
- Koentjaraningrat. (2005). *Pengantar Antropologi II*. Jakarta: PT Adi Mahasatya.
- Kohn, Hans. (1984). *Nasionalisme Arti dan Sejarahnya*. Jakarta: Erlangga.
- Komaruddin Hidayat, *Memahami Bahasa Agama: Sebuah Kajian Hermeneutik*, Paramadina, Jakarta, 1996, hal. 13 – 14.
- Magnis-Suseno, F. (2004). *Berebut Jiwa Bangsa*. Jakrta: Buku Kompas.
- Palmer, Richard E. (2003). *Hermeneutika, Teori Baru Mengenai Interpretasi*, telj. Musnur Hery. Yogyakarta: Pustaka Pelajar.
- Pamuntjak, Laksmi. (2012). *Amba*. Jakarta: Kompas Gramedia.
- Pasaribu, Idris. (2012). *Pincalang*. Jakarta: Salsabila.
- Ratna, Nyoman Kutha. (2010). *Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.
- Refly, H.Z. (1993). *Nasionalisme Universalisme dan struktur keasadaran*. Makalah dalam panel Forum Indonesia Pasca-Nasional diselenggarakan di Universitas Gajah Mada Yogyakarta 21-22 April 1993
- Richard E. Palmer, *Hermeneutics: Interpretation Theory in Schleiermacher, Dilthey, Heidegger, and Gadamer*. Northwestern University Press, Evanston, 1969, Penerjemah Musnur Hery dan Damanhuri Muhammed, *Hermeneutika: Teori Baru Mengenai Interpretasi*, Pustaka Pelajar, Yogyakarta, Cet. II, 2005, hal. 15 – 16
- Santoso, Tosca. (2012). *Sarongge*. Jakarta: Dian Rakyat.
- Sarup, Madan. (2003). *Poststrukturalisme dan Postmodernisme: Sebuah Pengantar Kristis*. Jendela: Yogyakarta.
- Springga, Daniel T. (1998). -----. Surabaya: Airlangga Press.
- Sumaryono, E. (1999). *Hermeneutik, Sebuah Metode Filsafat*. Yogyakarta: Kanisius, 1999.

The Local Wisdom Values in Indonesian Local Folklore and How It Contributes to Character Education

Dian Purwitasari

English Language and Letters Department
Maulana Malik Ibrahim State Islamic University Malang
dianpurwita2@gmail.com

Abstract

Indonesian local folklore has been very famous stories among Indonesian public. Those stories are told continually from one generation to the next. Each story, in fact, brings local wisdom and local habit from where it was originated. Local folklore can be used as one of the media to enrich reader's knowledge about local culture. In its distribution, Indonesian local folklore are mostly read by children as one of learning source at school. It has been a common way for teacher to exercise the student's reading ability in *Bahasa Indonesia* subject. In addition to that, the local wisdom which is brought by local folklore will give character education to the children through the story. This paper, thus, investigates how local wisdom in Indonesian local folklore appears through the story and how it contributes on children character education. The data is taken from some chosen Indonesian local folklore which are quite famous such as *The Legend of Samosir Island*, *Malin Kundang*, *Roro Jonggrang*, and others. The further analysis uses some theory explaining about the influence of literary work for the mental state of the reader. The result shows that local folklore is able to educate children by its local wisdom .

Keywords: folklore, local wisdom, character education

1. Introduction

Nowadays, Indonesian are facing great problem related to the morality of the youth. Instead of receiving globalization, vast majority of them accept westernization which is wholly brought ignoring the improper values. Politeness value, for example, has quite changed on how children talk to older people. Indonesian local values have strongly taught young people to always respect others especially the older people by speaking delicately to them, addressing their name by *Bapak* or *Ibu* and others. On the contrary, western people have different ways in speech. In having conversation with older people, they tend to call their first or last name to respect them. If this western habit is adopted by Indonesian community, it is clear that the problem has appeared by the change of the value.

As global community has become the suspected of the problem, the local citizens are demanded to be the hero to save the nation. First agent which is responsible in this case is education. All part of education elements such as parents and school are highly required to be able to educate children in such way, therefore, the local values are still well-understood. Furthermore, the children are

expected to be able to keep the values and educate the next generation. Most people believe that educating children in such way is an effective way to save the local values, but in fact, it is not.

It seems that what society expects is slightly different with reality. Some parents and adults, in fact, are trying to follow the globalization and ignoring the local values that they had learned before with their ancestors. They tend to focus on the technology development, economy improvement, or anything else. It is not fully wrong indeed to modernize their mindset but their behavior towards their children may be endangered the local values. Gadget usage, for example, in the beginning of 20th century, cell phone first appeared bringing a certain 'magic' as people can communicate leaving ware and cable. Only adult could use that at the time while children were playing hide and seek, *congklak*, *dakon*, and other traditional games in Indonesia. But today, toddlers are equipped with cell phones, tablets, and even laptops. With this change of education system, the children will obviously result different mindset.

The different result of technology-based education becomes the main concern of most sociologist today. Children who was trained 'traditionally' tend to have more local values which stand as the basic of their behavior. On the contrary, the children with technology-based have less local values, therefore, their behavior will be likely seemed as global-focused. In fact, this reality has been the biggest cause of the problem of youth morality.

Children have great tendency of imitating any objects which are attractive (Fadlillah, 2013). We may have known that games which are provided by gadgets are more attractive for children. They have beautiful pictures and colors that children mostly like. Unfortunately, the video games do not provide enough material for any character education. So if we want to change the children's learning source, we have to switch video games with something which is as interesting as the games.

One media that can be used in teaching and training character is folklore. Children from all around the world are interested with folklore as they tell about magical world, wealthy kingdom, or even animal that will train their imagination ability. In addition, folklore is the most effective media to give an example to form the positive behavior, attitude and character of a child (Restiyani, 2013). Hopefully, Indonesian local folklore is able to solve such problem by contributing the morality values trough character education.

2. Research Questions

1. What local values are brought by local folklores in Indonesia?
2. How do the local folklores contribute to character education for children?

3. Research Purpose

The purpose of this study is to investigate the local values which is brought by Indonesian local folklores. After that, the study analyzes on how those local values can be used as learning material that help Indonesian society to solve the problem of youth morality in case of character education. Therefore, the data which is used is one local folklore from each province in Indonesia. From the folklore, the morality value is listed and grouped into some categories, such as

religious values, obedient towards parent, heroic, politeness, or life efforts. Next, the analysis will be discussing about how the values in folklore educate children and contribute for character education. The result will show how the local values are finally understood by children through local folklore telling in case of character education.

4. Literary Review

4.1 Literary work and children literature

In dictionary of literature terms, Sudjiman (1984: 6) explains that literature is a spoken or written works that have particular feature such as originality, artistic value and beauty which is brought in its content and expression. Literature can be divided into some works such as poetry, prose and drama. Those works have some specific features in the matter of form, content and some other features. The main feature of literary work is the poetic words which are used.

In Indonesian, literature can be translated as *Sastra*. The word *Sastra* is taken from Sanskret language. The base form is *sas* which means directing, teaching, giving instruction. It is ended with *-tra* which refers to technique or instrument. Over all, *sastra* or literature can be translated as an instrument to teach or giving instruction. Literature in Sudjiman's definition may have different meaning but we can combine it together. Literature is the written or spoken works that have beautiful and poetic words which can be used as an instrument to teach or giving instruction.

There are a lot of literary works with different themes such as heroic, romantic, ironic and so on. We may have found that some literary works are not suitable for children. Romantic novel, for example, must not be given to child as reading source as it contains adult contents. Therefore, children need their own literary works. Children literature is a live metaphor which is delivered for children involving emotion, feeling, thought, sensory nerve, or even moral experience and expressed in forms of language which is understandable for children readers (Noor, 2011: 37). Children literature may be in the form of folklore, fables, fantasy story and others. The content may be about the life of family, friendship or animals. Children literature must have more moral value so the children may learn about morality as well by reading folklore or another kinds of children literary works. Folklore is one of literary works which has rich value of culture, knowledge, values, and point of view about someone's world (Alaini, 2014: 3). This kind of story has some special features such as anonymous, rich in magical elements, simple and brings many moral values. Children are mostly fond of this story and folklore is used to be one of media to deliver character education.

4.2 Character education

Character education refers to an education that teach the way of thinking and reacting to help students in their live by cooperating with their family, society, and country (Kanzunuddin, 2011). Character has various definition but basically they mean characteristic of a person which is shown through their speech, behavior and thought. Character has become the basic on how people react on their problem. Good characteristic is very needed by all people because it will directly influence their daily life. Character is also the main reason how people see and describe us. This aspect is very important that before applying for job,

the psychology test is always given to check whether the person is suitable for the job or not.

Character education itself consists of two basic words, character and education. Education is basically taken from Latin word *Educo* or *Educare* which means training. Education itself has some different meanings from different terms but basically it refers to a system on how an adult directs, gives instructions to children, so, they can be controlled in the matter of mentality and thinking process. While character refers to someone's self-identity. According to *Kamus Besar Bahasa Indonesia*, character is defined as a characteristic, nature and habit. It is similar to the explanation from *Pusat Bahasa Depdiknas* which can be defined as heart, soul, characteristics, habit, and temper.

5. Findings and Discussion

From some chosen folklore, there are eight major local values which are brought by Indonesian folklore

- a. Heroic value
Heroic value can be seen from folklore titled *Si Pitung* from Jakarta which is about a local hero named *Pitung*. From this story we can see how a hero stand for his nation till the day of his death. This value can be taught to children that we all must as well stand for our country whenever we are attacked by enemies. Children in this case can learn how to love his country and have a patriotic thought.
- b. Religion value
The value of religion is a very important value which must be well understood by children. This value can be seen from the story titled The Legend of *Tanduk Alam* from Central Sulawesi. From this story we can learn that God will help us as long as we pray to Him for good actions.
- c. Politeness value
Indonesian people highly kept politeness value. In Indonesia, it has been a custom to be polite whenever we are interacting with people. For example by addressing *Bapak* or *Ibu*, knocking door when visiting someone's house. This noble value can be seen in the folklore titled *Sultan Domas*. We can learn that if we are acting politely to everyone, people will respect us in the same way. In contrary, if we act rudely, people will not be fond of us and they will ignore or even being rude as well.
- d. Life effort value
Life effort value can be found mostly in the folklores originated in Sumatra. Sumatran people, in fact, still have strong habit of doing *Merantau*. *Merantau* refers to a trip to far away land to find job for better future living. This value is able to show how people are leaving their hometown and working hard out there for their live.
- e. Honesty value
Honesty value can be learned from the Legend of *Roro Jonggrang*. Honesty is also a main value which must be understood well by children. From this folklore we can learn that if we tell lie, we will accept the bad consequence.
- f. Obedient towards parents and rules
This value exists in some Indonesian local folklores such as *Mentiko Betuah*, *Malin Kundang*, The Legend of Lake *Toba*, The Legend of

Tapaktuan, Timun Mas, Si Lancang and others. The most famous story is *Malin Kundang* from West Sumatra (Restiyani, 2014). From this story we can learn that we must respect our parents, especially our mother because they have taken care of us since the infancy. If we act rudely to them, we will accept the terrible consequence.

g. Helping others value

This value can be seen in the folklores which are mostly originated from Kalimantan. One of the stories is titled *Squirrel and Fish* from West Kalimantan. What we can learn here is that we must help others who need help whoever they are. We cannot ignore others right away. If we see people around us are having trouble we must help them. Helping people may be disturbing for some people but if we did it, we can feel the happiness of helping others. In one case we may need help as well. Hopefully, by helping people today, we will be helped one day.

It is a fact that folklore has an interesting point for children. In some folklore, the characters have magical power such as disappearing, crating things rapidly, flying things, and many others. The character itself is related to the world of magic such as witches, wizards, god or goddess. In addition, the settings are mostly kingdom-centered. In kingdom, there are always king and queen. In the kingdom story, the main focus is mostly about a beautiful princess and a handsome prince. In one different kind of folklore which is known as fable, the characters are animal. In this fable, the animals seem to have the same ability as humans such as speaking, feeling, and thinking. With these features, we can conclude that the content of folklore is quite different from human real life. Therefore, this distinguishing features become the main attraction for children. Children are fond of folklore because they can explore their imagination deeper.

According to Tarigan (1995: 10) literary works contribute a lot toward children learning development, such as (1) language development, (2) cognitive development, (3) character development, and (4) social development. As folklore is one form of literary work, folklore can run those four aspects in children learning development. In language development, children are able to practice reading and get new vocabularies and terms. In cognitive development, children can learn how to do some simple works which is shown in the story. Children can learn social as well by getting introduced into some new friends and new people. They will know how to interact with people.

The most important contribution which is given by folklore is actually the character development. Folklore or story is an effective media to teach values and ethic to children (Noor, 2011: 50). Folklore gives plenty of moral values which are delivered through the conflict and resolution of the story. This value is delivered beautifully together with the magic imagination, therefore, the value is accepted more easily as there is no pressure or force. In addition, children have high tendency if imitating something that they see or hear. In folklore, both good and bad attitude are shown. The teacher in this case is needed to direct the children to focus on the good attitude. As the children have seen the example of good behavior, they will learn how to do it in their daily life. They may also learn that the bad attitude must be avoided as it will give them disadvantaging consequence. It is the same principal if teacher will to give them local value. The teacher or parents must explain what local values which must be understood at the end of the story telling.

In this methods, the children will find the character education more enjoyable (Solin, 2012). Therefore, the values which is taught is easy to be understood and they can apply it in their daily life. After receiving the lesson, the

children will have different attitude as they have known which one is good and which one is not. If they do the good one, they will understand the advantage and if they do the bad one, they may be frightened with the consequence, therefore, they will tend to avoid it.

6. Conclusion

Children are interested in folklore because they like to listen to the story telling. It happens because most children are following their instinct to find something more. In fact, all folklores have moral values, but focusing on local values, we need the local folklore from our country so that the children can learn what Indonesian people commonly do and what culture that Indonesia has. Indonesian local folklores have many local values such as heroic, religion, politeness, life effort, honesty, obedient towards parents, and rules, and helping others value. These values are shown in the folklore through the moment when the main character is facing the problem and trying to find the solution. Teaching local values for children using folklore is an effective way as children have low tendency of ignoring the story telling from their teachers or their parents. In learning new subject, children mostly tend to imitate something which is shown to them. Therefore, by providing good example of values in folklore, children character will be formed according to the moral value. In the case of character education, local value which is brought by local folklore contributes in forming children character.

References

- Alaini, N. N. (2014). *Cerita Rakyat Sebagai Referensi Pembelajaran BIPA: Teknik Pengajaran Bahasa Indonesia Melalui Cerita Rakyat "Putri Mandalika"*. Asile Conference
- Fadlillah, M. (2013). *Pendidikan Karakter Anak Usia Dini*. Jogjakarta: Ar-Ruzz Media
- Kanzunuddin, M. (2011). *Peran Sastra Dalam Pendidikan Karakter*. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus.
- Noor, M.R. (2011). *Pendidikan Karakter Berbasis Sastra: Solusi Pendidikan Moral yang Efektif*. Jogjakarta: Ar-Ruzz Media.
- Restiyani, A. (2014). *Dongeng dan Cerita Rakyat Nusantara Paling Meleganda*. Jakarta: Penerbit Prima
- Solin, M. (2012). *Peranan Bahasa Indonesia Dalam Membangun Karakter Bangsa*. Fakultas Bahasa dan Seni. Universitas Negeri Medan
- Sudjiman, P. (1984). *Kamus Sastra*. Jakarta: Gramedia.
- Tarigan, H. G. (1995). *Dasar Dasar Psikosastra*. Bandung: Penerbit Angkasa.

Biodata

DIAN PURWITASARI was born in 1995 in Malang and living in Mojokerto. She is interested in Indonesian culture and able to perform Karawitan with gamelan musical instrument and Saman dance. Today, she is studying in English Letters and Language Department and her major is English Literature.

Raising the Students' Intercultural Competence in Literature Class: Toward the Asean Economic Community (AEC)

Munif¹, Miftahul Huda²

Maulana Malik Ibrahim State Islamic University, Malang ^{1}*

Maulana Malik Ibrahim State Islamic University, Malang ²

Abstract

The agreement among leaders of South East Asia nations upon the official application of AEC has outlined the importance of every citizen in the region to encompass the capacity of cross-cultural communication and interaction with individuals from different nationalities because of the wider economic ranges, market, and alliances. Thus, the ability to act and communicate appropriately in multicultural contexts is such an absolute necessity for any students that teachers should accommodate it in the instructional activities. Literature class, which is considered as playing significant role in preparing the students' communicative and interpretative skill, should be directed beyond language and literature proficiency; it should be projected to further raise the students' intercultural literacy, i.e. understandings, competencies, attitudes, proficiencies, and identities necessary for successful cross-cultural engagement (Heyward, 2002). To be able to effectively participate in multicultural AEC, Indonesian students should be trained in Literature class which involves rich cultural diversity through meaning-negotiation method. The teaching literature should adopt eclectic pedagogical approaches as offered by the socio-constructivist theory rather than attempting to study the texts in isolation, so that the students' intercultural awareness is possible to rise and – in turn – their preparation for AEC is likely to foster.

Keywords: Intercultural Competence; Literature Class; meaning-negotiation method; Meaning-Negotiation Method.

1. Introduction

It is a common statement to make youths, the future stake holder of this state, ready to welcome AEC (Asean Economic Community) in terms of economy, education, and mentality. The rumor has been widely spread since a few years ago that some were afraid, some were highly motivated, and some were curious with what would happen. Today, it has already been on going right in front us, yet whether we are ready is still in a big question. There has always been doubt among us if we are already well-prepared to face the global community, the coming people from other countries with various intentions.

One of the biggest necessity society should be with is a competence to communicate appropriately with people from various cultural backgrounds as it is unavoidable to occur. Having communication and interaction with people from different cultural background occurs every second in either formal or informal circumstances. AEC with high technological advancement in communication systems which leads society interaction into not only real life but also virtual lets the society to have more and more community scope with borderless world. Samovar, Porter and McDaniel (2010) content that this world is in progress towards multicultural society in which people from different cultural backgrounds and ethnicities live together without border. Hence, intercultural competence becomes an absolute basic necessity for society to avoid any communication failure for different cultural perspectives, norms, customs, or exclusive attitudes which can lead to prejudice and humanly possible to end up with fatal cultural conflict.

As tertiary education stakeholders whose students are more projected to be professionals, lecturers need to accommodate that exclusive need for students' basic support to make them prepared to welcome and interact with the ASEAN community. Students not only need English speaking skill, but what is more important is their cultural awareness when working along with colleagues from different culture and perspective. How the students position themselves with their open-mindedness, respect, cooperativeness, and so forth is much more important than the ability to speak English. That's why, language learning is mostly integrated with intercultural competence by which they are able to explore cultural complexity and enhance cultural understanding. In Spain, for example, due to the fact that foreign language classrooms become more multicultural for the increasing immigration from Africa, South America, Eastern Europe, the Middle East, and Asia, some educators suggest that new FL teaching practice should enhance intercultural awareness and promote cultural understanding (Rodrigues and Puyal, 2012). Indonesia pasca the agreement of ASEAN free market is highly potential to have similar condition to that of Spain for the broader community border set, AEC.

2. Culture and Intercultural Competence

Before proceeding further, it is necessary to see how scholars define and interpret culture. Brislin (2000) states that culture consists of ideals, values and assumptions about life that are widely shared amongst people and that guide specific behaviors. This notion sees culture as a communal perspective of life people share together including the way ones see values, norms, and customs. A certain way of life can be called 'culture' once it is shared by a large group of people in community (Jandt, 2004). People learn how to live the life according to the flow and customs of the surrounding norms, beliefs, and values. That is the reason why

Naido (2011: 41) states that “sharing a similar culture helps people define the group or society to which they belong”. The way Indian shakes the head to express an agreement is exclusively different from that of Indonesian to say “no”. That is how culture or tradition works in accordance with the flow of society.

However, along with the rapid growth of civilization and technological advancement, today's social intercourse becomes borderless as society becomes one manifested in the global community. According to O' Shaughnessy & Stadler (2006: 436), globalization can lead to homogenization of world cultures, or to hybridization and multiculturalism. Thus, students badly necessitate intercultural competence to avoid any misunderstanding so that an effective cross-cultural communication is achieved.

To see what intercultural competence is and how it works, Zimmermann's (2010: 17) system of building blocks is seen representative. The system is summarized into four building block areas; motivation, knowledge, skills, and attitudes. *Motivation* is the basis of the successful communication since its absence may lead the communication failed (Martin and Nakayama, 2004: 407-410). *Knowledge* includes knowing the conventions, customs, beliefs, and systems of meaning of the target culture. Naidoo, Rugbeer, and Rugbeer (2013) examining the intercultural communication in Japanese and African work place suggest that the utmost necessity workers should be completed with to have a successful and efficient communication in business is an acknowledgement towards the target culture. He even contents that intercultural competence should be more prioritized to the written and oral communication skill, since it determines how others see and perceive one's character. *Skill* comprises organizational skill, tolerance, adaptation skill, and communication skills such as language, negotiation, conflict management (Jokikokko, 2005). *Attitude* is the way somebody enacts or behaves in the social encounters such as being open-minded in respect to the cultural diversity (Matveev, 2004: 106).

One who is completed with those four areas of cultural competence would inevitably be more accepted and welcome in cross-cultural interaction for his/her ability to position him/herself among the multicultural commune. In contrast, those who has no basic cultural competence is highly possible to find what is called *cognitive dissonance*. Cognitive dissonance begins with the concept that the communicator carries a variety of cognitive elements such as attitudes, perceptions, knowledge, and behaviors (Littlejohn and Foss (2008: 78). Thus, completing students with intercultural awareness during the courses is such an obligatory duty for the teachers. Literature class, which is considered as playing significant role in preparing the students' communicative and interpretative skill, should be directed beyond language and literature proficiency; it should be projected to further raise the students' intercultural literacy.

3. Literary Resource, Cultural Awareness and Its potential to integrate in Literature Class

The belief that literary texts can significantly construct sociocultural images and foster intercultural understanding has been widely acknowledged. The use of literary texts can promote reflection on cultural differences, develop understanding of the home culture, and consequently enhance more tolerant and open attitudes towards other cultures (Rodrigues and Puyal, 2012). Fictional text has power and it “lies in its unique ability to deeply involve the reader both at a cognitive, as well as emotional level” (Firlej, 2012). It can develop students’ affective skill to be manifested since it brings them into a realm or vicarious experience of other norms and values. Even, Hanauer (2001) includes cultural awareness boost up among the three functions of incorporating literary text into second language education, since she believes that adequately selected literary texts provide language learners with “access to cultural knowledge of the target language community”.

The adoption of multicultural pedagogy in literature class along with the appropriate literary book can help students understand different point of view upon their life experience that they have broader and more open insight. Firlej (2012), borrowing Kramsch’s (2000) term of *third space*, affirms that students will have their own interpretation upon the text “stimulating a range of questions, reflections, criticism, and confrontation with the otherness”. In those particular circumstances, their intercultural awareness rises. Being given a Japanese short story about single mother’s struggle for her daughter’s education, for example, might give them insight about Japanese perspective towards woman, the way women are treated, or at least daily customs and norms of Japanese. Furthermore, teacher can integrate the class with various innovative activities and brief explanation about the content of the story and additional Japanese culture.

4. Meaning-Negotiation Method and Its Role in Literature Class

Negotiation of meaning is very familiar concept of cognitive approaches to Second Language Acquisition (SLA). This concept is based on Krashen’s (1981, 1982, 1985 cited in Foster and Ohta, 2005: 405) notion that second language acquisition is obtained through exposure to comprehensible input which is called the ‘i+1’ level. This input means a condition in which the learners achieve beyond the common knowledge of L2 for additional comprehensible input embedded. It is obtained through personal attempts and the learner’s conversation partners “to overcome comprehension difficulties so that incomprehensible or partly comprehensible input becomes comprehensible through negotiating meaning (Foster and Ohta, 2005: 405). Learners are brought into the optimum i+1 level of comprehension through the process of meaning negotiation, such as questioning,

clarifying, interrupting, agreeing, etc. The process leads them to have a beyond-comprehension level usually achieved by common learners.

This ideal concept is seen significant if practiced in the literature class to foster students' cultural awareness since the moment in which students negotiate meaning with one another stimulate them to think deeply to find out the best interpretation of the literary text. Students will have their *third space* when reading and interpreting the literary text through deep thinking process (Firlej, 2012). During the deep thinking process while comparing what is read, what is experienced, and what happened in the real life, cultural awareness is possibly fostered.

Meaning-negotiation method may vary in accordance with the teacher's creativity and innovativeness. One of the successful literature classroom innovation which emphasizes students' negotiation of meaning is Hannaer's (2001) *Focus-on-Cultural-Understanding* method which is practiced and examined by Firlej (2012). He did several steps to examine the significance of the method: giving pre-questionnaire regarding with the cultural context of the literary text, opinion exchange, text reading and analysis, small group discussion, and finally, reading the expert's interpretations. Pre questionnaire is assigned to stimulate the students' sensitivity upon the discussed culture and to determine their attitudes towards their own culture and the target culture. Then, students are instructed to have an opinion exchange regarding with the questionnaire. In this moment, the students are accommodated to do the first meaning negotiation which is hoped to enrich their insight about cultural topic provided. After the opinion exchange, they are instructed to read and analyze the text so that they can compare what they already discuss and what they read. Group discussion is employed in the following step, which is aimed at leading them into more proactive in cooperative. In the end, they are instructed to read the expert's interpretations of the literary text as the comparative and leading tool to the right interpretation.

The study shows that the method can successfully inspire students' interest in intercultural matters and raised their awareness of their own and foreign culture. Students are not only projected to have a deeper understanding upon the contextual matter of the literary text provided, but they can directly experience the real intercultural communication. Similar or different cultural background is not a matter, but the way students cooperate, negotiate, and discuss one another plays significant role in fostering their intercultural competence. It lets them accustomed to negotiating particular issues with other persons by which a competence to respond difference with respect and appreciation is easily advanced. It portrays the future real life to which they are ahead pasca AEC agreement where foreigners are right around them for either business negotiation or other intentions. It is one of the creative ways on leading students into cultural awareness in the literature class, and there should be more various class innovations or ideas a teacher has upon

the teaching practice to accommodate the current students' exclusive necessity.

The following are another activities proposed as an example that lecturers and other practitioners can practice to rise the students' intercultural awareness.

A GROUP DISCUSSION ON "I HATE ENGLISH" by Levine (1989)

- a. T divides Ss into four or five groups with equal members.
- b. T provides S papers containing a contemporary realistic fiction entitled "I Hate English" by Levine, or T might only show it on the slide.
- c. Each group is assigned to read and discuss the content of the poetry.
To lead the Ss into cultural understanding, T might gives a short introduction about the content of the story and the activities to do during the class. (30 minutes)
- d. Ask one or two as the representative(s) of every group to do a five minute presentation. Every after the presentation, the other groups may ask, comment and share their ideas. (50 minutes)
- e. To end the class, T leads the students to have a self and cultural reflection through reflective questions (10 minutes).

The activities could be modified based on the level of the students' proficiency. A teacher might also change the text into another poem or other kinds of literary text. The activities are hoped to be an inspiration from which other creative and fun activities are created to boost up the students' cultural understanding and communication skill.

In addition, the benefits of such activities are offered not only by the instructional designs which make meaning-negotiation process among students possible but also by the selection upon the "multicultural literature" materials which potentially trigger the students to actively share their diverse experiences and respect others from different cultural background. "I Hate English" is selected due to its content which is closely related to the multicultural experience. It tells about Mei Mei who moves to New York from Hong Kong and finds difficulty learning to speak English. A teacher might choose other stories which are possible to trigger the students to have multicultural awareness.

5. Conclusion

The fact that Indonesia becomes one of ten members of ASEAN Economic Community (AEC) necessitates every citizen in the region to have the capacity of cross-cultural communication and interaction with

individuals from different nationalities. Intercultural competence is an absolute and exclusive need for students that teachers should accommodate. Literature class is seen ideal to project the students with not only the capability of interpretation or communication but also cultural competence, for students' capability to do their *third space* interpretation when reading the literary work. During the deep thinking process while comparing what is read, what is experienced, and what happened in the real life, cultural awareness is possibly fostered. Thus, meaning-negotiation method might be worth practicing for the effective instructional strategy to foster the students' intercultural awareness and cross-cultural communication.

The following are some recommendations to highlight for the successful intercultural literacy projection in the literature class:

1. It is vital to provide the students with the appropriate literary resources. 'Appropriate' means suitable to the students' comprehension level and the cultural values to transfer.
2. Students-centered method might be more applicable by which their cognitive skill can be developed.
3. Hannaer's (2001) *Focus-on-Cultural-Understanding* method which comprises giving pre-questionnaire regarding with the cultural context of the literary text, opinion exchange, text reading and analysis, small group discussion, and reading the expert's interpretations is worth practicing.

Some other designs might be practiced according to the teacher creativity to maximize the intercultural literacy transfer since the real instructional method obviously comes up from the teacher him/herself. It is not restricted to the three recommended considerations. Finally, it is hoped that this article can inspire literature teachers to lead students to go beyond the common notion of literature class projection so that they are well-prepared to face AEC.

7. Bibliography

- Brislin, R. 2000. *Understanding culture's influence on behavior* (2nd ed). Fort Worth, TX: Harcourt Brace Jovanovich.
- Firlej, E.W. 2012. Developing Cultural Awareness through Reading Literary Texts. *Taikomoji Kalbotyra, Mokslo žurnalas leidžiamas*.
- Foster, P. & Ohta A.S. 2005. Negotiation for Meaning and Peer Assistance in Second Language Classrooms. *Applied Linguistics*. 26(3): 402-430.
- Heyward, M. 2002. From International to Intercultural: Redefining the International School for a Globalized World. *Journal of Research in International Education*. 1(9): 9-32.
- Jandt, F. 2001. *Intercultural Communication: An Introduction* (3rd ed). Thousand Oak, SAGE.

- Jokikokko, K. 2005. Perspectives on Intercultural Competence in R. Rasanen and J. San. *Conditions for Intercultural Learning and Cooperation*. Helsinki: Finnish Education Research Association.
- Littlejohn, S. & Foss, K. 2008. *Theories of Human Communication (9th ed)*. Thomson and Wadsworth.
- Martin, J.N. & Nakayama, T.K. 2004. *Intercultural Communication in Contexts (3rd ed)*. Boston: McGraw-Hill.
- Matveev, A. V. 2004. Describing intercultural communication competence: In-depth interviews with American and Russian managers. *Qualitative Research Reports in Communication*. 5: 55-62.
- Naidoo, M. 2011. Using Activity-based costing to manage private universities in South Africa. *Problems and Perspectives in Management*, 9(4)
- Naidoo, P., Rugbeer, Y. & Rugbeer, H 2013. Intercultural Communication: Japanese and South African Work Practices. *Alternation Special Edition 8*: 270-297.
- Rodriguez, L.M.G., & Puyal, M.B. 2012. Promoting Intercultural Competence through Literature in cil Contexts. *Journal of the Spanish Association of Anglo-American Studies*. 34(2): 105-124.
- Samovar, L., Porter, R. & McDaniel, E. 2010. *Communication between Cultures (7th ed)*. Wadsworth, Boston.
- Zimmirman, K. 2010. Intercultural Competence as a Success Factor of Virtual Multicultural Teams: a Case Study on the Effectiveness of Global HR Teams. (Thesis), University of Jyväskylä.

